

College and Research Libraries

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THE RESIGNATION of E. W. McDiarmid as Managing Editor of *College and Research Libraries* is announced in this issue. He has accepted the post of university librarian and director of the Division of Library Instruction at the University of Minnesota. Manuscripts and articles should be addressed in the future to:

Office of the Editor
Columbia University Library
New York City

CARL M. WHITE, *Editor-in-Chief*

Message From President Shaw

THESE FEW WORDS are written on the day that commemorates our nation's independence. It is the 573d day on which we have been actively engaged in the Second World War. It seems a particularly appropriate day to reflect upon our obligations both toward freedom and toward the coming peace.

If the past decade has offered to this imperfect world convincing evidence of the wisdom of the old adage, it is perhaps equally important that we accept as a corollary its reverse and devote ourselves now to the proposition that in time of war we should prepare for peace.

Libraries, which have splendidly demonstrated their particular uses in war, are primarily instruments for the preservation and widening of the ways of peace. In the war effort our collections have contributed to the military authorities their useful maps of remote Armageddons-to-be; their technical and research journals which lead to the production of deadlier explosives, a more lethal gas, or a more protective armor; and the scores of other resources which have a proved combatant value. But these are not their chief contributions to the upward climb of civilization. Libraries have, for the immediate time, failed in their higher purpose when war grips a nation; in the very throes of the cataclysm must come a heightened resolve, a freshened preparation to work toward a new and more enduring peace.

The academic libraries of the country are a vital potentiality in the struggle against future wars. To these libraries, for their information and their inspiration, come both many of the intellectual

leaders of the republic and, in their formative years, the bulk of the more responsible rank and file who are the components of our democracy. It is not completely unrealistic or arrogant to think that, in Maine-like political tradition, as our libraries go, so goes the country. If librarians provide and disseminate the factual knowledge and expressions of the spirit on which nonviolent settlement of differences may be based, we have fertilized and nourished, to the extent of our professional abilities, the ever living and almost universal human hope that wars may cease.

To prescribe an agency for maintaining peace—federal union, world federation, or what you choose—would be presumptuous, both beyond the scope of these remarks and the capacity or authority of your elected official; but librarians will agree that there is much in the way of educative preparation that we can do which is both pertinent and effective. We can, for example, provide printed materials that will give our clienteles understanding rather than hate or contempt of those alien peoples who are now either our allies or our enemies; we can issue the books and documents that will provide our democratic constituencies with a powerful knowledge of the facts on which the structure of peace must be built and of the errors and pitfalls that must be avoided; we can marshal the findings that reveal the essential steps to be taken in building the justices and tolerances and generosityes that will make for a humane rather than a violent domestic social order. Any librarian worthy of his post of re-

sponsibility in his community will implement such opportunities as these—and the many more that will occur to him—with whatever endowment or acquirement of skill and intelligence and energy and materials he may be blessed. To do less is to court disaster—personal, professional, national—in the postwar welter of suspicions and hates, of fears and greeds, that inevitably is an aftermath of armistice.

That each of us shall contribute his individual mite to the solving of the problems of the peace and the healing of the sores of the world seems now the imperative and honorable action for those of us who, in even some slightest measure, guide the thinking and the learning of our democratic world.

CHARLES B. SHAW
President, A.C.R.L.

By HERMAN H. HENKLE

Principles and Practice of Administrative Organization in the University Library

Mr. Henkle is director of the Processing Department, Library of Congress, Washington, D.C.

LIBRARIANS frequently demonstrate extreme irritation when a nonprofessional enters the field of library administration, and yet, oddly enough, some professionals have administered their libraries as though entirely unaware of the important body of professional knowledge which has been developed in the field of public administration and business management. Fortunately, library administrators are now turning to this body of professional information for guidance in the management of their own institutions. This is given increasing evidence by the attention given to scientific methods of management in recent years in the literature of library administration. An examination of the organization patterns of numerous large libraries demonstrates the extent to which these principles are being put into practice. Recent issues of *College and Research Libraries* have contained a series of studies in which several library administrators have described the organization of their respective libraries.¹

¹ Coney, Donald. "A Note on the Library Organization at the University of Texas, 1934-43." *College and Research Libraries*, 4:228-32, June 1943; Leupp, Harold L. "Library Service on the Berkeley

It is profitable to review these administrative studies in the light of some of the principles of administrative organization. This paper is written with this purpose in view.

The administrative organization of any institution should be developed according to a logical plan, carefully based on an analysis of the objectives of the institution and of the work to be done. Limiting factors frequently preclude the possibility of the most desirable organization. Inadequate or badly planned buildings, inadequate funds for essential personnel, and the particular combinations of qualifications of personnel available all tend to modify the pattern of organization or even severely restrict its planning. In these editorial comments on the organization of specific libraries, an attempt is made to take account of these considerations. In some instances, of course, there may be other local circumstances contributing to the shape of library organization which have not been pointed up in the descriptions referred to here.

There is no need to question the desirability of organization per se. Wherever

Campus, University of California." *Ibid.*, 4:212-17, 232, June 1943; White, Carl M. "Changes in Organization at the University of Illinois Library." *Ibid.*, 4:57-58, December 1942; Williams, Edwin E. "The Administrative Organization of the Harvard University Library." *Ibid.*, 4:218-27, June 1943.

groups of people work together toward common objectives, these objectives are more quickly and more fully realized when the assignment of activities is systematized. Similarities and differences as far as various activities and their interrelationships are concerned may be overlooked in the one-man business or library. In this case unsystematic work may have effect only in the amount of work accomplished by the one man on the job. There are many one-man libraries and a large number with small staffs. It has not been uncommon in the past few decades, when the growth of libraries has been rapid, to have the size of the library and the staff required to manage it expand greatly under the administrative regime of one individual.

Function Stressed

Administrative organization is related primarily to the assignment of activities and responsibilities to personnel and to the grouping of personnel in ways related to the objectives of the institution. In the planning of organization and, in the present instance, in the evaluation of organization, it is necessary to start with the consideration of certain fundamental principles on which the organization should be based.

The primary basis for departmentalization in the organization is function. Closely related functions, that is, functions not easily separable for purposes of administration, should be kept together. On this principle the framework of the organization should be developed. For example, inseparable primary functions should be kept in the same department, and inseparable secondary functions should be kept in the same subdepartment or other subordinate administrative unit.

A subsidiary consideration is the principle that the size of the staff and the volume of work to be done are only indirectly related to departmentalization and then only through the number of supervisors necessary to direct and review the work.

In the evaluation of the organization of university libraries it is necessary to begin with an understanding of the functions to be served by the library as an integral part of the university. As manifested in American universities, the primary functions are instruction and research—instruction at the undergraduate, graduate, vocational, and extension levels; and research by a few undergraduate students, by some of the students in professional and technological schools, by graduate students, and by faculty and research staffs. The central functions of the university library are "book service" and bibliographical or reference service, which contribute to these ends. These functions are served by two general types of departments, the circulation department, serving the function of book service, and the reference department, serving the function of bibliographical or reference service to the university community as a whole or to separate groups of readers within the university. In the latter instance, departmentalization may take one of several special forms. It may be based on the class of readers served, on the form of materials handled, or on the subject literatures which constitute the collections of the library and which are related to the subject fields of principal significance within the university.

Types of Departmentalization

Departmentalization appropriate to the types of readers served is illustrated by undergraduate libraries and graduate

reading rooms. Typical forms of departments in administrative organization are those in which specialized reference service is offered for periodicals, government publications, rare books, and manuscripts. Departmentalization by subject literatures takes the form of subject reading rooms or departmental libraries or professional libraries devoted primarily to the service of students and faculty in particular academic departments or professional schools.

Functions auxiliary to the primary purpose of service to readers are acquisition of materials for the library's collections, the preparation and care of these materials for use, and the general functions of budgeting, accounting, and personnel administration. These are reflected in library organization in various ways. Acquisition, preparation, and care of the collections are performed through separate departments, subdividing the assignment of these functions in various ways, or through a concentration of all of the functions into a unified department of technical processes. The general functions related to budget, accounts, and personnel are normally the responsibility of the office of the chief librarian.

The libraries whose organizations are discussed here, by way of illustrations of practice, are those of the state universities of California (Berkeley), Illinois, and Texas, and Harvard University. It is assumed in all of the comments which follow that the organization charts and descriptive notes presented by officers of the respective libraries represent a true picture of the organization in each instance, insofar as details have been given. The reports on the organizations are very uneven in the fulness with which the information desirable for a comparative

study is given. The terminology descriptive of the departmental and divisional organization of all four libraries is very indefinite, and a clear picture of the whole organization of any one of the libraries is difficult to trace.

Centralization and Decentralization

It may be assumed that these four university libraries have common objectives; that the functions referred to above would be found clearly reflected in descriptions of the respective administrative organizations. With minor exceptions the latter is true, but it seems clear that the administrative organization has grown out of the exigencies of local situations instead of being based on an analysis of the functions themselves. One common characteristic is clear. The chief administrators of these libraries inherited a situation characteristic of library development in large universities, namely, the wide dispersion of library resources of the institution into small administrative units that make a logical functional pattern for the public services very difficult to accomplish. The struggle between the philosophies of centralization and decentralization in university libraries is evident in all four of the institutions. In only two, California and Texas, have all of the units been brought together even under a single direction. The primary function of service has, therefore, operated to only a limited degree in effecting a departmental organization. It may be true, as the assistant to the librarian of Harvard University states, that there are "good reasons for doubting that a theoretically quite logical administrative organization, either throughout the libraries of a university or within the main collection itself, is practicable in any but a new—or totalitarian—

institution." But the statement may also be seriously questioned. As a matter of fact, the administrative organization of all four libraries seems to have been undergoing gradual change in line with the fundamental principle that function should serve as the primary basis of administrative organization.

Departmentalization of the service function by groups of readers served is evident in varying degrees in all of the libraries, but in only one is there clear recognition of the desirability of a sharp distinction in departmentalization between library service supplementary to the instructional program of the university and library service to research students and faculty. Harvard University, while it has not yet been able to put its plans into operation, clearly recognizes this distinction in function in its proposed undergraduate library. The other libraries have special units for service of reserve books for student needs but beyond this appear not to have differentiated in their departmental organization or in the special assignments to administrative personnel between the needs of undergraduate and research groups in the university. The University of Texas Library has an experimental position, "service coordinator," designed to keep the library in touch with student needs. In practice, it is probably true that it is the primary intention of many of the departmental and professional libraries to devote most of their attention to the needs of the research group. In view of the large number represented in each of these two quite different clienteles, it would appear that there is room for much more extensive consideration of the service needs of the two groups in the administrative organization.

For the most part, the organization pat-

terns of the four libraries are more logically affected by the functions auxiliary to library service. At Harvard and Illinois the acquisition of material for the collections has unified direction. At California this is also true unless, as may be inferred from the description of the organization, the acquisition of documents has separate direction. At Texas the acquisition of serials is not a function of the order department. At California and Illinois departmentalization for cataloging is unified on the main campus. At Texas there appears to be a separation in administration of the cataloging of separates and serials. At Harvard there is central administrative control of cataloging in Widener Library but not for the numerous departmental libraries.

Over-all Functions

Varying positions are given in the administrative organization to the over-all functions of building service, budgeting, accounting, and personnel administration. At California and Texas these are centered in the office of the librarian. The same is true of Illinois, except for personnel administration which is under the direction of an assistant librarian. At Harvard building service and general financial operations have separate divisional status under officers reporting to the director of the library.

A second dominant principle of organization is that lines of control and responsibility should be sharply defined. The successive levels of administrative authority should form a hierarchy of supervisory officers. Any fuzziness in lines of control will stand as a constant potential source of irritation and confusion. Where the need of direction cuts across lines of separate administrative

units, one of three methods of control may be provided: (1) An officer superior to all the units concerned may be appointed with responsibility for direct control; (2) When the director of a given unit must participate in the control of a coordinate unit, provision may be made for him to do so in the capacity of a staff officer; (3) Staff committees may be appointed to study and advise as to the proper action. In the last two instances supervisory control should be carried out through channels.

Planning and Execution

In connection with this principle there should be considered two over-all functions omitted in the above discussion because of their more appropriate consideration in this connection, namely, planning and execution. Planning requires information and advice. Execution calls for authority to see that work is done. These two functions may be fulfilled in the capacities of a single administrative officer, whether the person in charge of the whole library or the individual in charge of a subordinate division of the organization. When the two functions are separated, planning becomes a normal responsibility of the staff officer, and execution becomes the principal responsibility of the line officer, the latter transmitting information and issuing orders necessary to getting work done. Administrative organization of the library should make adequate provision for fulfilment of both of these functions.

Insofar as it can be interpreted from the organization charts, the lines of control are clearly drawn in each of the four libraries. None of the descriptions of the organizations, however, is adequate for an interpretation of the degree to which re-

sponsibility is clearly defined. It is not possible to ascertain information of this nature except from administrative directions issued in the libraries themselves. A good illustration of a clear statement of functions and authority which should be typical practice in administration is to be found in the memorandum to the University of Illinois staff on the functions and authority of the assistant university librarian in charge of personnel. The memorandum defines specifically the scope of both the "investigative and executive" responsibilities of this officer.

The clarity with which the responsibilities are defined in this instance may be contrasted with those of the associate university librarian in the same institution. The statement is made that he "assists with the general administration of the university library." As a result of the lack of a statement on the scope of the responsibility, such as that given for the assistant director in charge of personnel, the lines of control between the director of the university library and the officers subordinate to the associate university librarian are somewhat vague. A statement of responsibility may be in operation in the University of Illinois Library.

Staff Officers

The position of staff officer does not find wide use in these four libraries. Principal application of this type of administrative officer is at the University of Texas, where three special assistants without executive responsibilities work for and report to the librarian. These assistants include a bibliographer who assists in the evaluation of books; a service coordinator who represents the librarian in consultation with members of the faculty concerning the library needs of their students;

and one member of the staff who serves part-time in the preparation and distribution of library information of general interest in public relations. The duties ascribed to the assistant to the librarian of Harvard University fall in considerable part within the category of a staff officer. While no direct reference is made to the fact, it is obvious that the principal administrative officers throughout all the organizations have responsibility for assisting in the planning as well as for the execution of the work of their departments.

Unity of management is a third important principle, closely correlated with the principle of well defined lines of control. The successive levels of administrative authority should center in the librarian or director of the library as the principal administrative officer. From him there should be redelegated authority commensurate with the responsibility of the successive levels of supervision. The smoothness with which the organization will operate through the central administration will depend, however, not only on these considerations but on the avoidance of congestion of executive responsibility in the chief administrator's office.

The distribution of the planning load may be accomplished through the utilization of the expert knowledge of the several subordinate administrative officers in an advisory capacity or through the setting-up separately of staff positions which may, in some instances, take the form of administrative or technical assistants to the director. Similarly, the executive load can be distributed through subordinate officers having direct responsibility for supervision of administrative units in the organization. The larger institutions may find a solution for the problem of

distributing the load of both aspects of administrative responsibility through the appointment of one or more assistant directors. An important function, responsibility for which rests primarily in the office of the principal administrator, is that of coordination. This function, when not retained wholly by the principal administrator, may very appropriately be delegated to an assistant director serving as a chief executive officer.

Unity of Management

Unity of management presents some important problems in the university library. The fact that the library is an integral part of the university and that its functions are inseparable from those of the university itself leads, in most instances, to a close affiliation between the administration of the library and the faculty of the university which is usually represented by a council or committee on the library. These committees assist in the important function of planning the service policies of the libraries. At Harvard University the College Library Council, of which the director of the library is chairman, serves in such an advisory capacity, and in addition, establishes rules of administration concerning library hours, borrowing privileges, and other regulations directly affecting the public.

In two of the four libraries reviewed here, California and Harvard, an additional problem is posed in the relation between the general library and departmental libraries. While at California the board of regents defines the university library as "the general library and the several departmental libraries together," and while at Harvard the corporation defines the university library as "all the collections of books in the possession of the

university," there is only in part a unity of administration of "the library." At California departmental libraries are considered part of the working equipment of the departments to which they are attached and are subject to the direction of the chairmen of the respective departments. The librarian of the university serves as the purchasing agent and is responsible for having the books of the departmental library cataloged but does not have any supervision over their collections or their service. At Harvard the director of the library has wider responsibility for visiting and inspecting "law, medical, business, and other departmental libraries" and for serving ex officio as a member of their respective administrative committees. The librarians of the several departmental libraries report annually to the director of the university library. The latter officer, however, does not have direct jurisdiction over the management of the department libraries.

At the universities of Illinois and Texas, on the other hand, the principal library officer has responsibility for general management of all the libraries on the campus.

The director of each of the four libraries appears to have adequate staff within his own immediate office to provide the general administrative assistance needed. There appear, also, to be, with some exceptions, subordinate executive officers reasonably adequate to carry the administrative load of the library.

A fourth important consideration may be termed the principle of manageability. Successful supervision depends in large part on the extent to which the administrative or supervisory officer can comprehend the range of problems which arise in his administrative unit. Variety and

complexity of the different types of operations to be supervised are determining factors. Span of control is particularly important for supervisors immediately in charge of an operation, the closeness of supervision or revision determining the number of persons who can be supervised.

Principle of Manageability

This is a principle which has tended to shape the reorganization of some of these libraries. The reorganization reported for the University of Illinois Library indicates that the number of units previously reporting to the director has been reduced from thirty-eight to six. From the point of view of the administrative load of the principal officer of the library, this represents very significant progress. The officers included in this group are the assistant to the director; three assistant directors in charge, respectively, of personnel, acquisitions, and cataloging; the librarian of the University High School; and the associate university librarian responsible for all the service departments as well as for assistance in the general administration of the library. In the instance of all of these administrative officers except the last mentioned, the span of control is well within the limits of manageability. More than twenty public service departments still remain, however, under the supervision of the associate university librarian. This number may be readily manageable if all the units are staffed by competent personnel and if there are no major problems involved in review of the work of the several units. If these conditions are not met in the present situation, the span of control for this officer is probably still too wide. It may be so in any case for fully adequate supervision, in view of the general ad-

ministrative responsibilities borne by the associate university librarian.

A similar situation exists at the University of Texas, where the library has been so reorganized that the librarian has directly responsible to him only ten administrative units or individuals, while the associate librarian is responsible for supervision of sixteen separate units. Eight of these, however, are small departmental libraries, and, except for the fact that the associate librarian must spread his attention over both service and technical processes, the number of units in that particular library may not be excessive.

In the libraries at California and Harvard the organization plans seem to meet reasonable standards in respect to manageability.

In conclusion, this paper has been an attempt to evaluate practice in the or-

ganization of certain university libraries by comparison of practices with the more important principles of administrative organization. Organization is the beginning of administration; it is not an end in itself. It provides the framework, logical or illogical, within which the officers of the institution must accomplish their objectives. Reorganization is not a general panacea for present or past administrative difficulties, although illogical organization may offer explanation of those difficulties. Organization is not a substitute for common administrative hurdles—poorly planned buildings, too small a staff, and inadequately qualified personnel. A well-planned organization should, however, help reduce the ill effects of these. It offers the framework within which dynamic administration is most easily realized.

By RUBY ETHEL CUNDIFF

The Use of Records in College Teaching

Miss Cundiff is assistant professor, George Peabody College for Teachers, Library School, Nashville, Tenn.

THE USE OF RECORDS in college teaching is one part of audio aids in general. It may be definitely tied up with radio broadcasts, with broadcasting, and certainly with the making of transcriptions.

Records have some advantages over radio. For example, a record is available whenever the teacher wants to use it. It can be used over and over again while a radio feature comes at a stated time which may not even coincide with a meeting of the class. Also, the radio program is over in a few minutes and will not be repeated in just the same form. Another advantage of the record over the radio is that the teacher can be sure beforehand just what is to be given and can make whatever preparation is desirable ahead of time.

If the radio has a sound recording attachment, transcriptions can be made from any radio program which will be wanted at some future time, and that will make it possible to have that particular program whenever it is wanted and it may be repeated as often as it is needed.

A great deal of experimenting has been done in the elementary school, the high school, and some in college in the use of records in courses of study. Schools which have made the most use of records indicate

the following fields in the order of use: music, language and literature, social studies, and science.

Reports of Three Studies of Record Use

Samuel Weingarten¹ reports an experiment which was made in the use of Shakespeare records. Records made by actors in different periods from the romantic age of Marlowe and Sothorn to the modern times of John Barrymore were played. The students gained an understanding of the plays as written for stage production and a realization that the reading, not the scenery, was most important in suggesting images. A change in appreciation brought about by the movies seemed to be the reason for the students preferring modern Romeo versions to the very excellent but to them stilted Sothorn rendition. It was an excellent method of encouraging critical study of the plays, far better than reading any amount of written criticism or than trying to answer any number of questions as to how a given speech should be interpreted.

Mr. Weingarten includes a list of about fifty phonograph recordings of Shakespeare readings or plays with the prices of separate items.

The purpose of using recordings is to make instructional material more real,

¹Weingarten, Samuel. "Use of Phonograph Records in Teaching Shakespeare." *College English* 1:45-61, October 1939.

vivid, or impressive. If it does this, greater retention should be expected and this was found to be true in a study reported by Phillip J. Rulon and others.² It indicated that immediate acquisition of knowledge was quicker by reading but that longer retention and better understanding was the result of the use of records.

Miss Hauck³ wrote an excellent account of the use of phonograph records at Blackburn College. In addition to their use in her own school she queried other colleges which also had Carnegie music sets.

Care and Treatment of Records

The Joint University Libraries (Peabody, Scarritt, and Vanderbilt colleges) own a Carnegie music set. There is a catalog which accompanies the records and this is a boon to those libraries which have Carnegie sets. For other record collections there has been no standardized method of care, but the Music Library Association has prepared a "Code for Cataloging Phonograph Records"⁴ which will make for uniformity in the future. Some small collections will not use as much detail as is given in the code; however, it will help them get uniformity. A number of libraries have developed their own systems, which have been published in mimeographed form.

Union College and Skidmore College, among others, have good collections of records with specially made cases for their care. They keep their records flat rather

than standing on edge in albums, as the latter treatment tends to warp the record after a period of time.

Some collections of records are built up in the library, while others are made by the departments interested. It seems unfortunate to divide collections since many of the records will be useful to more than one department, just as the same books are often used in several subject fields.

When records are housed in the library they are sometimes restricted to a special soundproof room adapted to their use. Sometimes they are loaned to classes or individuals to use at their pleasure. Illinois State Normal University Library provides a special room, and classes are brought there to listen to the records. The Joint University Libraries have three small rooms in which records can be played. Records have circulated freely to anyone authorized by special professors until recent months when it was decided that "for the duration" records must be used in the library rooms on account of the difficulty if not the impossibility of replacing worn-out records. Also, if records are used in the library, there can be control as to the kind of machine, the condition of the needle used, etc., which insures the best care of the record while it is in use.

George Peabody College for Teachers Pioneers

George Peabody College for Teachers has pioneered in the development of a record collection, especially for one for the use of college and graduate students working in the demonstration school of the college. Milton L. Shane (now in the armed forces) has taught a course in audio-visual education and has built up a

² Rulon, Phillip J., and others. "A Comparison of Phonograph Recordings with Printed Materials in Terms of Knowledge Gained Through Their Use Alone." *Harvard Educational Review* 13:63-76, January 1943.

³ Hauck, Helen G. "The Use of Phonograph Records in the Junior College." *College and Research Libraries* 2:327-31, September 1941.

⁴ Music Library Association. "Code for Cataloging Phonograph Records." 1942. (This is a section of a larger "Code for Cataloging Music.")

collection of materials housed in the demonstration school correlated with but not yet made an integral part of the library.

In visiting a first-year high school French class recently a record was heard. It was not the parts of a verb nor was it an exercise spoken slowly to show the value of certain sounds, but it was a French song sung by a group of French children. The high school freshmen listened to the song which they had studied earlier, then they joined in with the children singing on the record.

A senior high school class listened to several Shakespeare records while studying *Macbeth*.

Readings on Records

The Peabody College Library, in addition to the collection housed in the demonstration school, has a number of records for the use of classes in modern languages, English, French, and German literature, records for appreciation of poetry, and readings from and by the modern poets. Unique records in this collection are readings from Chaucer by Walter Clyde Curry, of the Vanderbilt University faculty, and by Charles B. Pendleton, of the faculty of Peabody College. They have also done readings from *Beowulf*. The records sponsored by the National Council of Teachers of English include readings from Chaucer and *Beowulf*, which students compare with those by the local professors who are authorities in this literary field.

Susan B. Riley, of the Peabody faculty, made some recordings under the title "Poetic Portraits and Poems on Beauty." These include classic and modern poetry.

The modern languages department uses records for an understanding of sound

values and also to test comprehension of the language when spoken at a normal rate of speed. The head of the department reports that he feels that they are not using records as much as they should.

English classes listen to poetry read by the poets and by outstanding readers of the poets' words. They hear records from noted Shakespeare actors. The department makes recordings also.

In Physical Education Department

The physical education department uses records for special purposes only. When students are learning a rhumba they use a record because it is difficult to get a student accompanist who can play for them. When preparing for the spring dance festival it is difficult to get the full orchestra of the college for constant practice; therefore, they use orchestral records for daily practice and have the orchestra only a few times before the final performance. When working with beginners the instructors find it better to have an accompanist who can stop and wait for an explanation or who can regulate his speed to the ability of the group, than to use a record. With advanced students, on the other hand, the record is frequently more satisfactory.

The biology teacher used a collection of bird songs in a class at the demonstration school when teaching a unit on birds.

The speech department puts on a number of plays during the year and uses excerpts from plays much as the Shakespeare readings were used in the Weingarten experiment. Both the speech and the foreign language departments use transcriptions of students' voices in order to help students understand how their voices really sound and to help them overcome any speech defects either in English

or in the foreign language being studied.

The department of music at Peabody uses records a great deal in music appreciation, in history of music, and in a survey of modern music. It also uses records in studying orchestration: in seeing how a man writes music and in conducting, that is, in learning how to conduct an orchestra. There is a collection in the music department library (cataloged in the main library), and the instructors borrow many records from the Joint University Libraries. Listening periods are assigned in some classes, and records are played during class periods as well. Students listen individually and in groups whether records are assigned or not. The records in the Joint University Libraries collection are used constantly, as well as those in the music department library.

Sources and Appraisals of Records

An excellent publication⁵ lists records for educational purposes. There is an introduction on the value and use of recordings and on the preparation and organization of the catalog. The main body of the publication is taken up with listing; general rating (fair, good, etc.); level for which suitable (high school, college, etc.); study aids for the record, if any; and appraisal of the record. The arrangement is by large subject groups: social studies and science, English literature and speech, foreign language, elementary school programs, and a miscellaneous list. The appendix gives instruction on how to operate a recording player and how to evaluate an educational recording. A list of producers and distributors of recordings is also included. An alphabetical index by author, title, and subject

⁵ *Recordings for School Use, 1942*. World Book Co., New York, 1942. (Radio in Education Series.)

of each record makes it possible to locate a special item easily.

Mr. Shane⁶ lists the equipment needed for an audio-visual room, which costs more than one thousand dollars. This is for equipment for radio, motion picture, and records, of course, but it is only apparatus, not materials. If only a records room were set up it would cost less than one thousand dollars for equipment, but materials would add a considerable amount. Unfortunately at the present time both materials and equipment are difficult or impossible to obtain; nevertheless, it may be well to plan and to put aside money now to be used for a record collection in college teaching after the war.

Conclusions and Recommendations

Since Peabody College is still in the trial and error stage in the use of records, it is not to be wondered at that records are scattered considerably and that the plan for their use is not uniform. A plan is under consideration to keep all equipment in a laboratory and to schedule classes there to hear programs requiring equipment that is difficult to move or which will be injured if moved by persons unfamiliar with its handling. Small record-playing machines may be moved to classrooms, if for any reason this makes a better learning situation. One central place should have a catalog of all records in the Peabody College Library, the Joint University Libraries, and the demonstration school.

A uniform system of support needs to be worked out. Records could well be

(Continued on page 332)

⁶ Shane, Milton L. *The Audio-Visual Library: An Acquisition Plan*. Peabody Library School, Nashville, Tenn., 1940. (Peabody Contributions to Librarianship.) Reprinted from the *Peabody Journal of Education*, July 1940.

By JOHN B. MONTIGNANI

The Museum Library— Nucleus of a Study Collection?

Mr. Montignani is assistant librarian at the Metropolitan Museum of Art Library, New York City.

THE LIBRARY in the museum had its inception as a reference collection of books for the curatorial staff. To catalog properly and label, to understand properly and expound the art placed in his care, the curator needed the printed material which forms the background of research. Though its services have been largely taken for granted (a situation only too usual in the library field), with the result that it has often suffered from neglect, the usefulness of the library has never been questioned. Fortunately in recent years museum administrators, like college and university administrators, have come to recognize the genuine importance of the library in the setup of the museum as a whole.

As the museum library developed, its functions expanded. While continuing to have as its primary purpose service to the museum staff, the library has become, over the years, an important center of research to the outside scholar and student as well. With a view to determining more accurately the nature of its clientele so that its future development might be more readily planned, the Metropolitan Museum of Art Library made a survey of its public over a period of four months,

December 1941 through March 1942. The results of this survey showed that the majority of those using the library were art scholars, artists, designers, students, etc.—ranging from the specialist deeply absorbed in Egyptian archeology to the young student of some local fashion school. Furthermore, this majority was made up of “repeaters:” people who returned day after day, week after week, people to whom art in some one of its many aspects is a profession. The minority was composed of people who came to pursue an avocation, to get information to aid in furnishing a home, to find material for a school or club paper, etc. These people were not repeaters: they came only on the rare occasion when faced with some particular problem.

A very few people came just “to read about art.” It is probable that most laymen in the art field (including those who attend museum lectures and tours) find their art books in their local circulating libraries. It is also probable that most people, busy as they are at making a living, think of art as an occasional visual experience, not as something to be studied in books, and the little time they allocate to art is spent viewing the originals rather than reading about them in the library. Though it may be heresy for a librarian to say so, this would seem to be all to the good, for in art as in life there is no real

substitute for direct experience.

Though suggestions for changes and improvements were invited in the survey and while a few hopes were expressed that the library might be open in the evening, not one request was made for a change in policy to permit the circulation of its books. From the evidence gathered then it would seem clear that the clientele of the library is composed predominantly of people who come to do research of one kind or another. It may be concluded, therefore, that the library is serving its proper function as a reference library, and it is with the further development of this function that the writer is primarily concerned.

Division of Materials

With the collections in American museums expanding at a rapid rate, the division of these collections into exhibition material and study material is coming more and more into favor. These study collections vary considerably in the problems they pose. Some may be composed of objects taking up considerable space and difficult to move (such as furniture, sculpture, etc.); others, of objects easily stored in a relatively small space and readily carried about (ceramics, drawings, prints, textiles, etc.). One thing they have in common, however, is the necessity for having books available to make real study of the material possible.

It would seem probable that the clientele of the study rooms would closely resemble that of the library—mostly scholars, designers, and students doing research work, with a minority coming in for the answer to some immediate problem and a still smaller group just “wanting to see more.” In fact, the very purpose of the

study room arrangement is at once to free the exhibition galleries of second-rate and duplicate material, *i.e.*, study material, so that the layman may the more readily enjoy the fine things shown, and to bring the hitherto inaccessibly stored material out of dead storage and make it available to scholars, students, etc. For, as Mr. Coleman has pointed out, “There is a growing need of material organized for reference and study.”¹ Since the library is already the reference center of the museum, it would seem natural that it should expand still further in this direction with the development of study collections having essentially a similar function. The following is offered then as a possible “ideal” plan, at least from a librarian’s point of view, for such future development.

Center of Reference Collection

The idea basic to this plan is that the library should be the physical and functional center of the whole reference collection of the museum. Physically it should serve as the nucleus of a series of special study rooms, rooms directly accessible from the library (though independently accessible as well). Each of these study rooms would contain a carefully selected reference collection of books related to the particular field of art to which the room was devoted. Nearby, in space directly accessible from these study rooms and spreading out from this center, the art objects would be stored, in as compact a space as their nature will allow. The exact location of this storage space would be dependent upon the conditions necessary for the safety of the various collections, the possibilities of air condi-

¹ Coleman, Lawrence Vail. *The Museum in America*. American Association of Museums, Washington, D.C., 1939, v. 2, p. 255.

tioning, and so on. In the storage rooms in which large and difficult-to-move objects are kept, some desk space similar to the carrell in the library stack would probably prove convenient. For the store-rooms of objects easily and safely carried, such provision would not be necessary, as this material could be brought right into the study room.

The reference collection of photographs should also be a part of this study ensemble, as should the photographs of the museum's own collections and those parts of the museum records bearing on the history and bibliography of the objects which can be made freely available to the public. The curatorial offices should certainly be close to the study rooms, and this whole aggregation of the library, study rooms, and offices should be convenient to the main entrance of the museum.² Thus, both the study collections and their curatorial staffs will be readily available to the casual visitor as well as the student, both on entering and leaving the building. It is to be supposed that a modern architect, accustomed to thinking in terms of function and use, would find an answer to the architectural problems involved.

Here then would be a complex but compact arrangement of all of the study material in the museum, all readily available to staff and public alike. Its compactness would avoid the difficulties which have so long beset the college libraries with their widely scattered departmental libraries.³ The library would be

able to supervise the book collections of all the study rooms. Books in the main library would be readily available to the study rooms, and, conversely, books in the study rooms could be easily obtained for those working in the reading rooms of the library. This is a most important consideration as it would tend to solve the problem of the duplication of expensive reference sets as well as a host of other slightly less expensive but equally important volumes. For, unfortunately, both writers and artists have a way of disregarding the various attempts at the classification of knowledge or of art. Should a book on Rembrandt go into the paintings study room or the prints study room? Books on collections; sale catalogs; books covering periods rather than types of art (for example, the eighteenth century); books covering the development of a single art, such as ceramics or sculpture, through various countries and periods—these, as well as most art periodicals, present a host of problems. Because of these problems of classification, is it not likely that the public, and the staff in search of additional or collateral material, would continue to find it necessary to consult the main library catalog before going to a study room when looking for printed material? Is it not probable, too, that the books needed would often be located in two or more places or that the book material would be in a study room while the periodical material would be in the main library? The same difficulties would face both the library and the study room staffs when confronted by a difficult piece of reference work. Should the proposed study rooms with their collections of books be dispersed throughout the museum, these problems would most certainly prove to be extremely serious. It

² We might, for example, picture storage rooms on the basement or ground floor, the reference center on the main floor, and the curatorial offices on the second floor.

³ For a good historical discussion of the rise and decline of the departmental library see Lawrence Thompson's "The Historical Background of Departmental and Collegiate Libraries," *Library Quarterly* 12:49, January 1942. For a discussion of the difficulties involved see Louis T. Ibbotson's "Departmental Libraries," *Library Journal* 50:853, Oct. 15, 1925.

is the writer's belief that the centralized plan suggested would, on the other hand, minimize them.

Interdependence in Art Fields

The increasing interdependence of the fields of art might also be noted. The tendency toward too minute specialization is being reversed and both curatorial and educational staffs are looking over ever widening fields. In addition more and more interest is being evidenced by scholars in getting an over-all picture of the social situations which were the settings for the arts they are studying, as the demand for books in the fields of history, travel, philosophy, sociology, psychology, etc., bears witness. Synthesis is coming to take its rightful place alongside analysis in the field of scholarship. A reference center such as is here suggested, with the whole rather than specialized segments of the book collection available, would surely tend to assist in developing such a broadened outlook on the part of both staff and public.⁴

In addition, the problems of cataloging and administration would be vastly simplified. Centralized cataloging is generally recognized as essential. With the study rooms adjacent to the main library, their book collections could be kept to a minimum and there would be no necessity for additional card catalogs in each room. Small book collections in the study rooms would also result in a considerable saving of space since the library stack is surely the most efficient and economical manner of storing books.⁵

⁴ Balet, Leo. "The History of Art of the Future." *The Journal of Aesthetics*, nos. 2, 3, p. 42, fall 1941.

⁵ With the books in the library so readily available, it is believed that any vast expansion of the study room book collections would prove to be unnecessary and, if adequate space were left for the future erection of additional stacks in the main library, that this would undoubtedly care for the in-

Economy in administration would also be achieved without loss of the value of the library as a reference center. One of the most serious problems of the college departmental libraries has been the expense of having a sufficiently large trained staff to keep them open at all times that the central library was open. Under the proposed plan the storage space could be locked up at such times as the study rooms were closed, while the books in the study rooms could be obtained by the library staff for use in the reading room of the library.

Answers to Objections

It must be taken for granted that objections will be raised to this strong centralization. The principal one to be anticipated is that the study collection should be in close proximity to its related exhibition material. Without attempting an exhaustive examination of this proposition, several points may be made in reply:

1. If the clientele of the study collections proves to be similar to that of the library, as the writer believes it will, such proximity is not necessary.

2. Any extensive collection of art objects will occupy a number of exhibition galleries, and the study room would be at best only one small entrance in one of these galleries. It might not, therefore, prove to be necessarily more convenient to the public than a centrally located study room would be.

3. The growth of museums in the past would lead to the conclusion that the study collection material would increase much more rapidly than the first-class exhibition material. Consequently, stor-

evitable growth of the book collection as a whole. Providing for additional book space in each study room would be much more complicated.

age space will need to be expanded much more rapidly than exhibition space. It would seem obvious that such future expansion of storage space could be planned for more readily if that space were unified and centralized than if it were scattered throughout the building where expansion might prove to be extremely difficult. To draw a comparison with the library, the librarian has learned through bitter experience that the book collection grows more rapidly than the other needs of the library. In planning libraries today both he and the architect see to it that provision is made to allow for future stack expansion while the rest of the building may remain unchanged.

4. Allied to this idea is the ever-present possibility of the necessity of drastically rearranging the collections in the exhibition galleries due to unexpected additions to the collections, etc. As a result of such changes the study room in a central location might very well prove to be more conveniently located in the long run than one placed for the moment in the midst of its exhibition galleries.

5. Writing of this idea of "locating department offices and laboratories near the related exhibitions," Mr. Coleman has this to say: "This is advantageous in one way, but it has the evil effect of sticking curators into separate corners where they can entrench themselves and defy their colleagues."⁶

⁶ *Op. cit.*, v. 1, p. 212.

Though I have run across no such scheme as is here suggested for the centralization of reference material, Mr. Coleman⁷ has suggested that in the future the reference library would take a larger part in the organization of the museum as a whole. He has even gone so far as to say that it is the library that promises to take a central place, physically, in the museum. He adds that the librarian, in the new setting, may partly assume the role of general guide. With the modern librarian, by the very nature of his profession trained to give service and to seek out the best sources of information, placing the library in the center of a vast study collection would only be a further extension of the reference function it has at present.

It may be that the scheme proposed is too "ideal" to be possible, particularly within the limitations imposed by buildings already erected. Still, if it would, as the author believes, solve many of the problems facing both the museum and the museum library, it should be given careful consideration. Certainly it would provide a really tremendous collection of reference materials, of books, photographs, and art objects, in a relatively compact and readily available form. And with a vast program of public works possible after the war, it may not be too much to hope that somewhere the plan will meet with approval and will be tried.

⁷ *Op. cit.*, v. 1, p. 215.

The Use of Books in a College Library

Mr. Davidson is librarian of the Muhlenberg College Library, Allentown, Pa.

COMPREHENSIVE STUDIES have been made of the reading habits of college students. However, no study of the use of books, *i.e.*, what happens to books once they are placed on college library shelves, has been made available. Such a study, in a limited way, was undertaken at the Muhlenberg College Library, Allentown, Pa. Aware of low book circulation, the librarian was impelled to inquire if the cause might not lie partly in the books themselves. Results of the study were most revealing and to a certain extent at least should determine the future library policy in regard to acquisitions.

The following facts are of interest as background for evaluating the study. Muhlenberg College is a Lutheran church-related institution for men. The enrolment averaged approximately 540 regular students a year over the period included in the study. There were, however, approximately 700 active library borrowers. The approximate number of books in the library was 60,000, and the stacks were open to students and others alike.

Scope and Procedure

The study was undertaken in September 1942 and was confined to the 2142

books added to the main book collection during the twelve months from Sept. 1, 1940, to Sept. 1, 1941. Books added to the reference collection and to other non-circulating collections were excluded. The period chosen meant that all of the books included in the study had been on the shelves from one to two years. Circulation count was not confined to the 1940-41 period but included circulation from Sept. 1, 1940, to Sept. 1, 1942, thus taking into consideration not only the immediate reaction to a new acquisition but also what use had been made of it over a longer period of time.

The count included home use and library use exclusive of reserve shelf use, except that one count was given for each time a book was placed on the reserve shelves. This was felt to be fair, as normal circulation was limited to some extent by the removal of books from the stacks for reserve book uses. Although the library encourages borrowers to find their own books in the stacks, relatively little use of books is made in the stacks themselves. All books must be signed for at the main circulation desk whether they are to be taken from the library or used in it. Therefore the circulation figures given are reasonably correct for the total use made of the library holdings, exclusive of reference books, books from special collections, and reserve books after they were

placed on the reserve shelves.

The procedure was relatively simple. Monthly mimeographed lists of new acquisitions are issued by the library, and these served as a checklist. The actual work was done in the stacks, and each book appearing on the monthly lists was examined for the information sought. The information obtained consisted of the number of gift books and the number of purchased books, the total number of books circulated, the total circulation of each book, and the number of renewals included in the total circulation.

Information on the library bookplates revealed the number of gift books and purchased books. The book cards showed the number of books circulated and the total circulation of each book, with each signature counted as a circulation. The book cards also indicated which books had been placed on the reserve shelves, and one circulation count was recorded for each time a book was so placed. Renewals were indicated on the book cards by the word "renewal" instead of repeating the borrower's name. Information was re-

corded directly on the twelve monthly lists, alongside the call numbers of the books. In this way actual titles were studied as well as the broader classifications.

Findings

Of the 2142 books added to the main collection from Sept. 1, 1940, to Sept. 1, 1941, 11 were no longer on the shelves by September 1942, the time of the study. Therefore, since information for only 2131 books was available, this number was used as the basic number in determining averages. (See Table I.)

Of the 2131 books examined, 965, or 45.3 per cent, circulated from Sept. 1, 1940, to Sept. 1, 1942. Inversely, 1166, or 54.7 per cent, showed no evidence of use whatsoever. The total circulation count naturally was derived from the number of books circulated, *i.e.*, 965. The total number of circulations for these books was 3883. Incidentally, the greatest number of circulations for a single book, 46, was for *For Whom the Bell Tolls*.

Of the total number of circulations,

TABLE I
CIRCULATION OF 1940-41 ACQUISITIONS

Class	Number of titles	Number of titles circulated	Per cent circulated	Number of circulations	Per cent of circulations
General works	17	6	35.3	13	.3
Philosophy	61	40	65.6	179	4.6
Religion	214	80	37.4	227	5.8
Social sciences	302	116	38.4	292	7.5
Philology	63	15	23.8	34	.9
Science	220	135	60.3	446	11.5
Useful arts	136	52	38.2	185	4.8
Fine arts	77	46	59.7	164	4.2
Literature	479	182	38.4	549	14.1
History	397	155	38.9	446	11.5
Fiction	165	138	83.6	1348	34.7
Totals	2131	965		3883	

415, or 10.7 per cent, were renewals. These figures have little significance by themselves, however, and for this reason a breakdown by classes is not included here. It may be of interest that the highest percentage of renewals was in philology (20.5 per cent) and the lowest in general works (none).

Gift Books

Table II shows that it is obvious that gift books in no way measured up

indication to the librarian of the unusual importance of fiction in the total circulation of books. The following facts are of significance:

Only 7.8 per cent of the books included in the study were classified as fiction. Yet 83.6 per cent of this fiction circulated, and 34.7 per cent of the total circulation was fiction. The Muhlenberg library has no fiction in the 813 and 823 classifications; however, all other fiction, including that in English translation, is classified with

TABLE II
CIRCULATION OF 1940-41 GIFT BOOKS

Class	Number of titles	Number of titles circulated	Per cent circulated	Number of circulations	Per cent of circulations
General works	8	1	12.5	2	.2
Philosophy	24	10	41.7	60	6.0
Religion	126	28	22.2	51	5.1
Social sciences	182	45	24.7	92	9.5
Philology	47	2	4.3	3	.3
Science	93	39	41.9	119	12.0
Useful arts	87	17	19.5	27	2.7
Fine arts	31	16	51.6	48	4.8
Literature	186	36	19.4	87	9.0
History	120	39	32.5	75	7.5
Fiction	91	68	74.7	432	43.4
Totals	995	301		996	

in use to all books considered together. Nine hundred and ninety-five gift books constituted 46.7 per cent of all the books studied, yet they accounted for only 31.2 per cent of the books circulated and only 25.6 per cent of the total circulation. The percentage of renewals was almost identical with the percentage of renewals of all books studied—10.4 per cent for gift books and 10.7 per cent for the entire group.

Fiction

The findings of the study were the first

literature in the 833, 843, 853, 863, and other fiction classifications. A truer picture of fiction circulation, then, and one that would increase the percentage of fiction circulation considerably, could be obtained by transferring the fiction sections of the literature classification to the fiction classification.

Conclusions

The fact that over 54 per cent of the books placed in the main book collection from one to two years before the study was made had failed to circulate at all

appears to the librarian to indicate something amiss in the selection of books quite as much as in the reading habits of borrowers. Without available figures for comparison, however, it might be wrong to undertake too drastic a curtailment of acquisitions or too great a change in the types of books added. It would be profitable to repeat the study in perhaps five years, with the same books used. In this way, books that had continued to circulate over this longer period would serve to indicate what types of acquisitions were relatively permanent in their value, and future acquisitioning could be influenced by these types. It might also be profitable to undertake a similar study covering a different group of acquisitions.

In view of the total number of books in the library and the total circulation of books, those books and circulations included in the study reveal other interesting facts. From Sept. 1, 1940, to Sept. 1, 1942, the 60,000 books in the library circulated 18,056 times. During the same period, 2131 of these books circulated 3883 times. Therefore 57,869 books circulated only 14,173 times, or .2 of a circulation per book. This compares most unfavorably with the 1.8 circulations per book within the group studied (that is, the fairly recent acquisitions) and gives some indication of the diminishing circulation of older books. It is dismaying to note the dead wood on the shelves.

The only comparisons possible within the study itself were between gift books

and purchased books. As Table II reveals, gift books as a group were much less used than all the books considered together. To emphasize this difference, purchased books constituted 53.3 per cent of all the books studied, 68.8 per cent of all the books circulated, and 74.4 per cent of the total circulations. Furthermore, while there were 1.8 circulations per book for all books studied, there was one circulation per book for gift books. Here, it seems, is ample proof that the books themselves are a determining factor in circulation.

It would appear, then, that a reduction in the number of gift books accessioned is in order, this reduction to be related to the figures in Table II for the use of gift books in each class. The type and quality of gift books vary considerably from year to year, of course. From Sept. 1, 1940, to Sept. 1, 1941, the Muhlenberg library received 1497 books as gifts and added 995, or 66.4 per cent, of these to its collection.

In its broader aspects, the study seems to re-emphasize the need for the acceptance and maintenance of a definite policy for the acquisitioning of books in a college library which is based on other factors than gifts, individual requests, size of departments, and similar devices now in use. Whether general principles can be worked out for all libraries of a similar type or whether each must work out its own policy is a matter for further consideration.

Looking Forward with Student Assistants

Miss Smith is librarian, Hiram College, Hiram, Ohio.

COLLEGE LIBRARIANS have always been much concerned with ways and means of making student assistants of greater value to the college library, but there remains the student assistant's own side of the matter, which, perhaps, ought to receive more attention than we have been giving it. What are the needs of student assistants who are contemplating librarianship, and how can we be of more help to them without interfering with the service which we must have from them in order to carry on our own work? Is it possible to carry on a training program which will meet their needs and at the same time make them of greater value to us? It is because we have been attempting such a program at Hiram College that I have been asked to present this paper.

In justice to the student assistants, to our own institutions, and to the library profession, there are three services which we ought to render, viz., selection of those with aptitude for the task, sufficient instruction in library procedures to furnish a good background for work in a library school, and guidance in the selection of the college studies which are as essential in the preparation for librarianship as are premedical and pre-engineering courses for their respective professions.

When I was in library school, Dr. Melvil Dewey came to lecture to us on "The Qualifications of a Librarian." Almost the first thing he said was, "You can polish an agate but not a pumpkin." It is our business as college librarians to find the students who possess the qualifications essential for librarianship and interest them in the profession. It is also our business to squash the "pumpkins" who think they would like library work because they would always rather read than study or work.

A student assistant should be given as many of the widely varied tasks in the library as it is consistent with efficient service to give. He should have the opportunity to see all that will be required for success in the profession before he is permitted to enter upon professional training. Selection of student assistants by the librarian through a year's training and the rotation of library tasks to give familiarity with as many phases of library work as possible have been the outstanding features of our program. Because of the outstanding ability of our girls in library schools and in library work, the college was asked to give credit for the work and to expand our training to meet the requirements for teacher-librarian positions in high schools.

It has been suggested that before I outline these changes, which constitute the

real subject of this paper, I review the essentials of the training program we have been carrying on for over twenty-five years.

The first things I learned upon assuming charge of the Hiram College Library were that there is no correlation between inability to finance a college education and aptitude for library work and that neither the director of admissions nor the deans were capable of selecting satisfactory library assistants either by their need or by their classroom grades. To remedy an impossible situation, I proposed conducting a library class throughout the year for the training of freshmen who might be interested, and choosing for paid assistants the ones in the class who rendered the best service.

This class met for instruction once each week, and each student gave two hours per week to supervised practice work. This gave us opportunity to judge both mental ability and character qualifications. It also served as sufficient introduction to the many phases of library work to enable the students to determine whether they wished to become librarians. There was neither tuition nor credit for the class. The course of study covered library arrangement and techniques and the use of library tools and reference books. It was planned to be of value to the student who wanted to know how to use a library efficiently as well as to the students interested in training for librarianship.

Training Class Duties

The students in the training class performed any kind of work which was needed. They did page work, filed cards, charged books, helped with invoicing, and mended books. It is possible we might have had better service if each student

had been trained to perform one task, but the variety in the work helped mightily to popularize it and also gave us better insight into the student's capabilities.

Competition was keen because we never could employ more than half of the class on the paid student staff. The chance to retain the upper half of the class gave us superior students and obviated the difficulty of being asked to recommend inferior students to library schools. Under this system none but capable girls with aptitude for library work could become student assistants.

To enable these students who were taken on the student staff to grow in library work and assume more important tasks in their upper-class years, we then arranged a course in library techniques covering classification, cataloging, subject heading, administration, reference work and bibliography, and public documents. We divided these subjects into three years' work and rotated them so that any girl coming on the student staff in her sophomore year would get all of them. This gave a splendid background for entering library school and also supplied our own library with very efficient help. This class also met once each week and thus made it necessary for the librarian to teach two hours each week. However, the classes usually were held at hours when the library was not busy, and the advantage of having all of the student assistants together once each week for discussion of problems of administration partially compensated for the time the librarian spent away from her regular work. This system has proved very satisfactory, and we may regret having abandoned it this year in an effort to be of greater service both to the student assistants and to the state educational system of Ohio.

Needs of Rural High Schools

The reason for the change in our program was a request from the state department of education for training to meet the requirements for teacher-librarians in the small high schools which cannot afford trained librarians.

I believe few librarians realize the pitiful condition of the libraries in the small high schools of the country. I know I was quite ignorant of their condition until I became one of the trustees of a public library which gives county extension service. Upon the creation of a large ordinance plant within the county and the consequent increase of population in all of the little villages and rural districts, I was asked to assume supervision of library extension to meet the emergency. This has taken me into many of the high school libraries. A few of them are quite well organized and are being efficiently managed by teachers who have taken enough interest in them to study what ought to be done. However, many of them have passed from teacher to teacher without any comprehension of how a library ought to be organized and are in a pitiful condition.

This is typical of what happens. A splendid teacher of mathematics, who has held her present position for fourteen years, was told on the day she reported for work this fall that this year her extra-curricular task would be taking charge of the library. In this case there was a new school building and the books had been dumped in the room in utter disorder. Since there were no classification numbers in the books, it was impossible to get high school children to shelve them in any order. In the past an attempt at cataloging had been made by W.P.A. workers without any knowledge of cataloging. Of

course it was worthless. This teacher-librarian was also informed that there would be one thousand dollars to spend for books this year. She has no book selection tools and really knows nothing about the existence of such tools. When she asked some of the teachers in the school to hand in requests for books they would like to have, they said, "As librarian, the buying of books is your problem." What a plum for a book agent!

This poor teacher-librarian is allowed thirty minutes each day, free from class schedule but not free from room supervision, to bring order out of chaos and to select, order, classify, and catalog a thousand dollars worth of books. This would be an impossible task for the best trained librarian, but, when added to all of this is the fact that she has absolutely no knowledge of library techniques and library tools which would help her with her task, the impossibility of bringing order out of chaos is further magnified.

The Teacher-Librarian

The state department of education has been unable to enforce its ruling requiring the service of a half-time librarian in high schools, because there are no teachers equipped to give the needed service. Trained librarians can find full-time library positions. Moreover, very few of the trained librarians have the teacher certification necessary for the other half of the job.

Because some of our girls have made good in such positions, the department of education in Ohio asked Hiram College to give credit for our training program which would enable our girls to meet the requirements of the law. I was reluctant to make any change in our student-training program, because the plan which

we have been using all of these years gave us such excellent student assistants. But when I considered that the only way an improvement could be made in the high school situation was through making a small beginning with the service of a teacher-librarian with sufficient training to demonstrate how useful a well-organized library can become, I thought we ought to try the proposed program. Also I realized that many of our girls feel that they must earn the money for their professional training after graduation from college. Here is a field in which they can render valuable service and at the same time earn the money for library school training. With this opportunity to continue library interests, these splendid girls, who have proved their fitness for library work and who have acquired the background to insure excellent work in library schools, will not all be lost to the profession, a situation which almost invariably occurs when they accept straight teaching positions. Here is a field for which there is no supply and in which there will be great demand if the department of education continues to push for better organization of high school libraries.

Curriculum

Our first task was to work out the curriculum for such a course. It was decided that the course ought to be divided into two halves of three hours' credit each. One half would include instruction in the use of library tools and reference books essential for efficient use of a library by any student and would be designated as a course in library research. The other half would be devoted to the techniques essential for doing a good job in a high school library and would be designated as a course in library techniques.

Both courses are required before students can secure positions as student assistants, but the course in library research is also open to students not interested in librarianship. This course is planned to be of value to students who expect to do graduate work or research work of any kind which will necessitate use of a library and is planned especially for teachers who expect to become school superintendents. It is so important that teachers know how to use library facilities for the enrichment of their classroom work that several states are considering including such a course in the general requirements for teacher certification. But it is even more important that school superintendents have such a course, since upon them will depend the responsibility for the proper organization of high school libraries.

Library Research Course

Our outline for this course is as follows:

	<i>Hours</i>
Use of the library catalog, special indexes, periodicals, etc.	12
Subject heading	12
Use of reference books	18
Bibliography	12
	—
Total hours for library research course	54

The course in library techniques would include knowledge of all library procedures essential to the high school job. These techniques would be taught in simplified form so as to avoid the confusion of overspecialization. This course should also include instruction in young people's literature unless this subject is taught in some other course in the college. In many liberal arts colleges the literature classes are confined to adult literature, and students majoring in English or in literature graduate utterly un-

aware of the splendid literature for children and young people. This wealth of material suitable for young people's reading can make a great difference in the reading habits of the next generation, and certainly anyone who is going to do work with young people in a library must have an introduction to the riches which are available. We who are interested in good reading habits ought to press for the inclusion of courses in literature suitable for high school in all teacher-training courses. I have sometimes thought that part of the responsibility for the popularity of cheap literature rests upon the English teachers who attempted to teach college literature in a college manner to young people who were not yet equal to it. Their consequent dislike of what was being taught resulting in a pendulum swing to the worthless, they have missed the excellent literature which they would have liked and which would have led to good reading habits and literary taste.

Adapting Reading Programs

High schools have come to a realization of the necessity for adapting reading programs to the age level and to previous reading experience, and I am sure all regular teacher-training institutions do offer excellent courses which enable English teachers to choose suitable material. My plea is that the liberal arts colleges which teach only the traditional literary subjects introduce a special course for English teachers. I have no argument for crediting a course in young people's literature toward an English major, but I do consider such a course indispensable for high school teachers and for high school librarians.

With all of these considerations in mind we adopted the following outline for our

course in library techniques:

	<i>Hours</i>
Library classification	12
Library cataloging	12
Library administration	12
Young people's literature	18
	—
Total hours for library techniques	54

Our plan is to have two hours of laboratory work for all subjects except young people's literature, for which, of course, all of the time will be required for reading. For all other subjects there are either problems illustrating the instruction or actual library tasks within the field of the instruction. We believe that practice in the library is quite as essential for librarians as practice teaching is for teachers.

Objectives of Teaching

To teach in a way which will make the student self-reliant is of the utmost importance. Although we recognize the importance of giving the student knowledge of both library tools and library techniques, we still feel that the building of good work habits, the fostering of the right attitudes toward tasks, dependability, and resourcefulness are equally important with knowledge. These qualifications, all of which are vital to success, cannot be built in the classroom. These are qualities which we built under our old system. We are not yet sure that the program we are now attempting will give us sufficient opportunity for this development, and if we find that the increase in classroom instruction crowds out the building of capabilities, we will surely abandon the program.

I am not worried about the students who actually become student assistants after taking this training, for we will still

have opportunity to train them in actual tasks. But we will have places for only a few student assistants, and I am worried lest the students who have earned classroom credits will think themselves capable of assuming teacher-librarian positions. We still have to work out a program which will combine more actual work in the library with classroom instruction.

Intensive Study Plan

In Hiram College we have unusual opportunity for student assistants to gain valuable experience under our intensive study plan. Under this plan a student concentrates most of his attention upon one subject for a period of nine weeks and covers a year's work in that subject. In addition to these intensive subjects, each student is expected to carry one running course with recitations three days each week throughout the year. There is six hours' credit for each intensive quarter and six hours' credit for a full year of each running course. Most of the language courses are given as running courses. Our library course, as set up at present, is one of the running courses with classes three times each week throughout the year. It is possible for a student assistant to drop an intensive course for one quarter and make up the credit lost by taking an extra running course, for example, the library course, and thus have the opportunity of working in the library full time (forty hours per week) for a period of nine weeks. Working in this way a student gains much more knowledge of library work than he does when working a few hours each week throughout the year. It is quite needless to say that he is of much more value to the library.

Another unique advantage at Hiram is the opportunity for all student assistants

who are working intensively for one quarter to make some trips on the bookmobile which serves the rural sections of Portage County. This, of course, is only possible for student assistants who are working intensively in the college library, as otherwise a full day's trip would make serious inroads on college work. But under our intensive program it is possible for a student assistant working intensively in the college library any quarter to set up a schedule in which he will work one day each week at the public library, thus gaining an experience which is closer to what he will find in high school than the college library experience. The student would also develop a familiarity with young people's literature at the public library.

Selection of College Subjects

The third service which college librarians ought to render to students who are contemplating librarianship is guidance in the selection of college subjects which will make the greatest contribution to their professional success. Although most colleges offer premedical and pre-engineering courses, few have yet adopted prelibrarianship courses. The faculty member who knows nothing about the actual demands of library work glibly says, "Oh, you are going to be a librarian. Then, of course, you will want to major in literature." Now, as we all know, a librarian must have enough knowledge of many fields to understand the great variety of requests which come to her. It is as important for her to know the names of great musicians and artists as to know the names of great authors; as important to be able to serve chemists intelligently as to serve the members of the poetry club; as important to be able to keep books which will bear

auditing as to be able to help with a bibliography on Greek drama; as important to know the art principles which will help her with the arrangement of her library and the layout of publicity posters as to be able to give a good book review.

It is clearly evident that if a student distributes studies over all of the fields in which a librarian must have at least a vocabulary knowledge, it will be quite impossible to take enough courses in any one subject to meet the major requirements. When the situation is further complicated by the requirements for entering library schools, the requirements for teacher certification, and the requirements for teacher-librarians, it becomes impossible to build up a subject major without leaving the student in absolute ignorance of many important fields of knowledge. With all of these requirements in mind, a functional major seems to be the only solution.

Planning Functional Major

In attempting to plan such a major we encountered a number of difficulties. Naturally such a program calls for too many subjects at the freshman level, since each subject is built in sequence requiring the freshman course as prerequisite to the upper-class courses. Nevertheless, I still feel that a librarian should have enough familiarity with each general division of the field of knowledge to understand its vocabulary, in preference to the lopsided education which must result from a subject major imposed upon the other requirements which we have already cited.

Since there is wide variation in the subjects which students submit for college entrance, there must be flexibility in the college program. It is impossible to think of a librarian rendering good service to

a nature study class without some study in the field of biology. However, if she has had a good course in biology in high school, biology should be omitted to make place for some subject of which she knows nothing. Some students enter college with four years of some modern language, and faculty advisers recommend specialization in this language in which a reading knowledge is already gained, instead of recommending a reading knowledge of a number of languages, which would be of greater value to a librarian.

Other Values in Education

Not only must we consider the curriculum from the standpoint of a wise distribution of subject knowledge, but we must recognize that some subjects are important for the contribution they make to character. My grandmother, who never studied pedagogy but who was a successful teacher in an academy before the day of high schools, used to say, "Some subjects are needed to put twist into character." "Twist" to her meant the strength which was given yarn in the spinning. Without "twist" the yarn proved sleazy and worthless. Both wool and the time of spinning were wasted if the yarn lacked strength. Mathematics and courses which require painstaking laboratory work are such subjects, and some such subjects must be included to balance bookishness.

The case for functional majors was dramatically presented by Dr. Alexander Meiklejohn in an address which he delivered before an anniversary celebration in his honor last year. Because his experience is typical of the change in attitude which must come to all educators and institutions which frankly face the needs of the democratic society they serve, I quote:

Thirty years ago I delivered an inaugural address at Amherst College. And among all the exciting incidents of that exciting day one incident has lingered in my memory with a poignancy exceeding that of all the rest. I can still shudder at the shock, the disturbance of it. As I advanced, line by line, page by page, through the text of that address, I suddenly found myself reading words whose meaning I could not accept as true. I can still recall how near I came to stopping. What should one do in such a situation? To myself I was saying, "I don't believe that. Why did I write it down?" What I wanted was time to think of something to put in its place. And yet I could not stop. . . . The sentences, which at the very start of my career carried me to the edge of disaster, were saying that scholarship refuses to submit to certain practical demands which are made upon it. And in the face of that conflict I was taking the side of scholarship. Men of knowledge, I said, "are not willing to cut up their sciences into segments and allow the student to select those segments which may be of service in the practice of an art or profession." And what suddenly threw me back upon my heels was the realization that I was approving this "high-and-mightiness" of the scholar. I was lining up the teachers on the side of knowledge for its own sake as against knowledge for the benefit of mankind. "In one way or another," I said, "the teacher feels a kinship with the scientist and the scholar which forbids him to submit to this domination of his instruction by the demands of an immediate practical interest. Whatever it may mean," I continued, "he intends to hold the intellectual point of view and keep his students with him if he can."

"Scholars are not willing to cut up their sciences into segments and to allow students

to select those segments which may be of service in the practice of an art or profession." Why not? What is knowledge for? Presumably the arts and professions are conducive to human welfare. Why, then, should not the sciences contribute to them in whatever ways they can?

Objectives of Education

That question which Dr. Meiklejohn faced at the beginning of his career can no longer be ignored by educational institutions if they are going to produce the leadership needed in a democracy. Education must be centered around the needs of the individual and aimed at making him of the utmost value to society.

It is possible that in an attempt to serve student assistants in the three ways mentioned—selection, training, and guidance—we may also serve greater social units. By selection of students with ability and aptitude for library work we make a valuable contribution to library schools and the library profession; by training student assistants to fill teacher-librarian positions in small high schools we render valuable assistance to rural education and to the reading habits of a large part of our population who are without library service; by pressing for the adoption of functional majors we help to free our educational system of the outmoded practice of centering itself around subject matter instead of around the development of the individual to the limit of his capacity to serve society in his after-school life.

C. C. Williamson: A Record of Service to American Librarianship

ON JUNE 30, 1943, Charles Clarence Williamson brought to a close his active professional career, including seventeen years of work as director of libraries and dean of the School of Library Service at Columbia University.

Dr. Williamson's life affords one of those examples, fortunately not rare among librarians, in which marked ability achieves expression along an avenue which is unusual and unforeseen. He appeared at one time to be destined for a life of college teaching, but his great contribution turned out to be the organizing and administering of libraries and of a library school.

Born at Salem, Ohio, in 1877, Dr. Williamson spent his boyhood in a rural environment and his earliest professional years as a public school teacher. He secured his college education at Ohio Wesleyan University and at Western Reserve University, where in 1904 he received his bachelor's degree. Upon graduation he entered the University of Wisconsin as a candidate for the doctorate and at the close of two years transferred to Columbia University, which granted him in 1907, the degree of doctor of philosophy in economics. He taught economics and politics for four years thereafter at Bryn Mawr College. In 1911 he moved to New York and served successively as head of the Economics Division and of the Municipal Reference Branch of the New York Public Library, as statistician for the Americanization study of the Carnegie Corporation, again as chief of the Eco-

nomics Division at the library, and finally as director of the Information Service of the Rockefeller Foundation. The last of these connections continued until 1926, when he assumed his responsibilities at Columbia University.

Important as were Dr. Williamson's activities in the New York Public Library and in the offices of the foundations after coming to New York, they were but one part of the prelude to his major work. The other part was his examination of library schools in the United States, which was authorized by the Carnegie Corporation in 1919 and reported upon in his *Training for Library Service* in 1923. This accomplished, on a scale appropriate to library schools, the kind of thing which the surveys by Flexner, Mann, and Reed had done in the fields of medicine, engineering, and law respectively. It brought into the open the merits and weaknesses of the schools; and, although many of these already were familiar to librarians and to faculties, the findings focused attention on what needed correcting and on what outsiders expected of the schools. As a consequence it opened a new channel for the interest of the Carnegie Corporation in library service, challenged the American Library Association to exert an effective influence upon library schools, and led to a renovation in education for librarianship. The gifts of the Carnegie Corporation and the work of the A.L.A. Board of Education for Librarianship were the active forces in the process, but the Williamson report was the fulcrum.

When Dr. Williamson took office at Columbia he faced two tasks. One was immediate and embodied his own further share in making over the scheme of professional preparation. It involved the transplanting and reorganizing of two library schools. The New York State Library School, stemming from the original enterprise of its kind begun at Columbia College in 1887, had been successful for three decades and more. Its position was anomalous, however, for although it operated under the Regents of the University of the State of New York, the policy of the regents is not to conduct teaching agencies. The Library School of the New York Public Library also had established a creditable record, but, being sponsored by a public library, it lacked contacts with higher education. The transfer of these institutions to Columbia University and their consolidation there had been proposed incident to the designation of a new director of libraries. To Dr. Williamson these constituted an attractive aspect of the post. His selection was the signal to go ahead with the new arrangement. He accordingly was called upon to begin at once the assembling of a faculty, the planning of a curriculum, and the acquiring of equipment. This he did, and in September of 1926 the School of Library Service initiated its classes.

The full record of the school under Dr. Williamson's direction would require more extended treatment than is possible here. From the outset it embraced features which by that time librarians were coming to consider essential, such as a large student body, an expanded faculty, a diversified program, a university connection, improved resources, and generous physical facilities. Moreover, it has sought throughout to keep responsive to

the demands and currents of thought in the library field. Evolution has been a keynote. The results have shown in various ways, but preeminently in the scheme of courses, syllabi, and examinations which were instituted at the close of the school's first decade and which liberalized markedly its already extensive offerings and rendered them more adaptable to the individual interests of students.

Coordinating University Libraries

The other undertaking before Dr. Williamson in 1926 was even larger and more intricate, if less pressing. The university libraries had functioned for years with varying degrees of effectiveness but without full coordination as regards the building of collections, the systematizing of service, and the administering of personnel. The physical facilities also were a handicap at some points. The applying of remedies here was a long-term task. Gradually and over a period of years procedures have been reorganized; a personnel scheme has been introduced; staff appointments have been made with a view to strengthening weak spots and stepping up efficiency; and a new building has been erected which typifies the workshop principle and assures adequate quarters both for a large section of the library activities and stock and for the School of Library Service. All of these, and especially the problems of staff and building, entailed major efforts and tested anew the director's powers of organization and administration.

While discharging his heavy official duties, Dr. Williamson has borne an ample share of work for other library organizations and interests. He has been the main-spring of the annual Thanksgiving-time conferences of eastern college librarians;

he was a prime mover in marshaling support in the United States for the completion of the printed catalog of the Bibliothèque nationale; he was president from 1929 to 1931 of the Association of American Library Schools; he has served a term on the Executive Board of the American Library Association; and he has been active in the Association of Research Libraries. Significant honors have come to him, particularly in the receipt from Columbia University of the honorary degree of Litt.D. in 1929 and his designation by the French government in the same year as Chevalier de la Légion d'honneur, this in recognition of his help on the catalog of Bibliothèque nationale.

Ingredients of Success

The ingredients of success often are complex or intangible but in Dr. Williamson's case some of them at least are easily discernible. His farm life gave him a contact with realities which many men miss. The time he devoted in college

days as secretary to the president of Western Reserve University afforded him an insight into the management and financing of an educational institution. His graduate study assured for him a thorough academic equipment. Initiative and capacity for planning and execution are strong in him, as became evident when they demanded quicker and more complete fulfillment than seemed likely to be attained in a professor's field of activity. And behind all these are a keenness of mind, a clearness of vision, a quiet but dynamic enthusiasm, an ability to wait as well as to act, a persistence in pressing toward a goal, and a readiness to carry loads of work far beyond the powers of most men, which together could not fail to make him a leader and a builder.

Dr. Williamson leaves the scene of his labors after setting a record of extraordinary accomplishment and with the acclaim of a profession which recognizes his contributions to its progress.

ERNEST J. REECE

Frank K. Walter in Retrospect

THE RETIREMENT of Frank Keller Walter from active administrative work as librarian of the University of Minnesota revives my respectful compassion for several university presidents who have cast their nets for likely librarians within the last decade but have found none suitable. Their most frequent complaint has been that young and otherwise eligible men did not know literature or were ignorant of books. Candidates might dilate upon technical processes and mass applications but exhibited a serene ignorance of the world's great books and even had no special field in which they excelled. This presidential regret would seem justified by the fact that historically all academic enlightenment was based upon the book. Actually and at present the book, and the knowledge of books, is no exclusive criterion of a person's fitness for librarianship. Such gifts as educational interest, a talent for organization, and that instinctive academic ingenuity which makes men indispensable on the campus—such gifts are, after all, more to the purpose than profound bibliographical attainments. An alert sensibility toward books requires a long development, and a profound bibliographical experience is a flower of slow growth. No librarian can begin a career with these qualifications. But he would better not aspire to conduct the affairs of a university librarian, unless he possesses academic ingenuity and a sound philosophy of life. My conviction is that some presidents of universities and colleges now have become aware of these considerations and do not look for bibliologists first but seek out scientists or



FRANK KELLER WALTER

humanists who respect bibliography and know how to apply it to organized educational functions.

These remarks, and let me say it frankly, reflect somewhat upon Frank K. Walter but not exclusively. They apply here and there, Mr. Walter's designated successor not excepted.

There always was an air of clear thought and wholesome balance about the Twin Cities. The University of Minnesota reflected this spirit. Old Mr. Pillsbury sounded the note by his very concentration of benevolent humanity. Northrup and Burton organized its aims and methods. Burton was great enough

to have become President of the United States. East and West met happily in the faculties they assembled: Puritan and Quaker influences combined with modern philosophies and a wholesome Anglo-American restraint ever kept chaos and extremes from the campus. Scandinavian calmness entered into this distinctly North-western synthesis, which still goes well with a pioneer reverence in spirit and mind. The influence is tonic.

In 1874 when Frank Keller Walter was born, much of Minnesota still was unexplored and unsettled. Its magnificent republic grew and was organized while he qualified as a teacher at the Normal School in West Chester, Pa., a place of literary fame and charm among the knowing. Haverford turned him into an M.A. in 1900, but then Walter gravitated into the macrocosm of New York and became a librarian. I believe some degree of predestination was active in this. Such librarians as he were born for our kind of service, even though the New York State Library School admirably organized their abilities in some cases and gave them the outlook that confirmed their choice. Mr. Walter impresses me as having always bent upon the world that straight, direct glance by which we know him, as if he asked: "What can I do for you?"

The library school refused to part with this young man; he served as its vice director until 1919 and accepted the Minnesota university librarianship in 1921, then nationally known, a flock of grateful students bearing witness to his skill all over the country. Mr. Walter's predecessor in office, Mr. Gerould, had prepared the Minnesota soil with marked ability, but we know that sometimes it is more difficult to continue than to begin.

Mr. Walter, however, step by step, lifted the library out of its initial academic modesty to a central place on the Minneapolis campus. In addition, he continued his teaching, and another succession of students grew along his path.

Mr. Walter's excellent method in all that he undertakes qualified him eminently as a teacher and as an administrator. He speaks well, his outlook always is constructive, his personal fund of knowledge deep and genuine. He belongs to that class of general librarians endowed with wide vision who, as Dr. Putnam says, still remain necessary in spite of all specialization. This necessity depends upon a serene and kindly view of mankind and an abundant experience with the use of books, not merely as a mass, but as individual factors in education.

This combination of personal qualifications in time won recognition for our friend in many places. Mr. Walter has served as lecturer in several of our library schools, and his presence at library conventions always indicated life and action. The A.L.A. recognized him on its Council and afterwards on its Executive Board as well as on its Editorial Committee. He served on the executive committee of the Association of Research Libraries in 1939 to 1940. We have read his papers here and there for many years. Probably his most lasting contribution was the work, *Bibliography: Practical, Enumerative, Historical*, which was accomplished (1928) in collaboration with that other great and good man Henry Bartlett Van Hoesen. This work deserves a new edition.

It has been my pleasure to take a bird's-eye view of Walter's numerous papers, addresses, and reviews in our library periodicals. His favorite topics are college and university library buildings, the con-

servation of books, the disposition of bindings and binding materials. To show the wide range of his interests and observations I have arranged the major part of his professional writings from short titles and in alphabetical order: binding, cataloging, certification for librarians, clippings (preservation), college library buildings, college library possibilities, community and library, conservation of printed materials, faculty cooperation, fugitive material, high school and the college student, hospital librarians, ideals of bookmaking, interlibrary loans, land-grant colleges, legislative reference work, librarian authors, librarian's own reading, libraries and business organization, library binding economy, library furniture, and library printing, library school growth, library training (basic courses), metal book stacks, Minnesota college libraries, periodicals (changes in), periodicals in library service, personality qualifications, reading for personal culture, religious periodicals, safeguarding rare books, schools with library-trained teachers, standardization, technical periodicals, university library binding, university library buildings, visual methods, visualizing the catalog.

The following quotation from Mr. Walter's article on the need of an introductory manual in bibliography (1927) deserves special attention:

In our zeal we, or rather our professional forbears, gave to the very word "bibliography" such limited meaning that to many library workers today it means virtually nothing but a list of book titles or references to printed material of some sort. We have enlarged the professional doorway and reception hall while we have closed many of the rooms to which the doorway and hall should lead. In our feeling of responsibility for utilizing books for the social welfare through wider use of them, we sometimes

forget the importance of getting our public interested enough in books to own at least some for themselves and, at least, to know enough about them to borrow them intelligently.

In another paper I find Mr. Walter emphasizing the importance of a well-organized reference service and warning against directing our chief efforts exclusively toward physical expansion and to the extension of collections and of apparatus.

Throughout this librarian's writings I find very few exhortations about what others ought to do but many very clear indications of his own observation and thought, always indicative of good method and well-considered experience.

The University of Minnesota, for the sake of a wholesome historical library continuity, deserves a new edition of Mr. Walter himself; it also has merited for some time a new library building. And Frank Keller Walter, man and librarian, has earned a period of rest, punctuated by the visible evidence of admiration and gratitude from everybody upon whom he ever bent his straight glance and his winning smile. Let us hope that he now will find time to analyze our American humor, the literature of which he has assembled under his hand and studied for many years. His contemporaries and his students all are aware that he never will retire from that seat on our little Parnassus which he fills with that natural dignity by which we know him. And may the young people whom his teaching inspires keep alive and in bloom that symbol of felicitous survival, the perpetual rose (*Rosa hybrida bifera*), the *sera rosa* of our old friend Horace. It blooms in youth and it blooms in old age.

J. CHRISTIAN BAY

R. B. Downs to Illinois

ROBERT BINGHAM DOWNS has been appointed director of the University of Illinois Library and Library School, effective September 1.

This appointment brings to Illinois a man who has demonstrated his ability to carry large responsibilities. After serving as librarian of Colby College, 1929-31, Mr. Downs was brought to the University of North Carolina, his alma mater, as assistant librarian. When Louis R. Wilson left North Carolina to become dean of the Graduate Library School of the University of Chicago in 1932, Mr. Downs was selected as his successor. After serving as university librarian from 1932 to 1938 and as chairman of the administrative board of the library and the School of Library Science from 1933 to 1938, he went to his present position as director of the libraries of New York University. In view of this background of experience in library administration, of his teaching experience at North Carolina and Columbia, and in view, also, of the fact that he is just turning forty, when a man's most productive years often are just beginning, the University of Illinois has reason to feel confident of the steady progress of the library and the library school under his leadership.

While he was at the University of North Carolina, Mr. Downs took an active interest in library service to undergraduate students. The present general college library was created while he was university librarian. He also took considerable initiative in developing, with his colleagues, closer cooperation between Duke University and North Carolina. By



ROBERT BINGHAM DOWNS

the time he left for New York University, he had succeeded to the chairmanship of the Committee on Intellectual Cooperation, a committee created in 1934 and made up of faculty representatives of these two neighboring universities.

At New York University

At New York University Mr. Downs has continued to devote himself to problems of broad significance from the standpoint of university administration. During his incumbency the machinery for centralized purchasing and cataloging for the New York University Libraries has been perfected and the plan expanded. Now,

at Washington Square, the hub of the university library system, buying and cataloging is done for the University Heights library, the home of the Hall of Fame, located some ten miles to the north; for the Medical College library, on the east side of Manhattan Island, closely allied to Bellevue, the great city hospital; for the dental library, also in East Manhattan; for the School of Commerce library, located at Washington Square but organized as a separate entity; and for the Wall Street library in the heart of New York's commercial district on Trinity Place.

Closely related to centralized buying and cataloging is the maintenance of a union catalog, consisting of main entry, for all libraries not under the jurisdiction of Washington Square.

Washington Square Library

A physical reorganization of stacks, reading rooms, and service desks was effected recently at the Washington Square library. To appreciate this accomplishment, the former rather unique situation must be described. There is no separate library building. The main part of the library is in an eleven-story building and a fairly new adjoining wing. The main circulation desk was on the tenth floor with the stacks on the floor below. Some years ago, when the stacks overflowed, a large portion of the basement was taken over for books and serials. This provided more space but also provided the problem of transporting material to the tenth-floor desk and of returning books for shelving. Less-used books were shelved in the basement, but as the collection increased in size, the transportation problem became acute and service costs rose out of all proportion to circulation or the quality of service.

The law collection was similarly scattered between the tenth-floor reading room, ninth-floor stacks, and the basement. Thus, in both large stacks were legal material and general nonlegal material.

Reorganization

A large circulation, added to the complexity of the shelving arrangement, made the situation so critical that reorganization became imperative. Plans were formulated and carried out during the past winter. Simplification included: (a) placing all general books in the extensive basement stacks; (b) concentrating all legal material on the ninth and tenth floors, as the School of Law is on the ninth floor; (c) building a loan desk in a large room, which had been employed for no useful purpose, directly over the basement stacks; and (d) installing a book lift between the latter room and the basement.

The reorganization was actually more involved than the foregoing summary would indicate. Many offices were relocated. The catalog department was moved to another floor, bringing it closer to the acquisition department. Sixty thousand books were moved down eleven floors and nearly this number were moved in the opposite direction simultaneously. All books were available and service was not discontinued during the reorganization.

Mr. Downs' activities and achievements of profession-wide significance have been somewhat varied. He was the third president of the Association of College and Reference Libraries, 1940-41. He is now a member of the A.L.A. Advisory Board for the Study of Special Projects. But it would be appropriate to characterize his professional activities as stressing description of resources for research and library

specialization. His first work in this field was in collaboration with Louis R. Wilson in the preparation of *Special Collections for the Study of History and Literature in the Southeast*, published by the Bibliographical Society of America in 1934. As chairman of a subcommittee of the A.L.A. Board on Resources of American Libraries he edited *Resources of Southern Libraries, A Survey of Facilities for Research* in 1938, and, as chairman of the same board, edited *Library Specialization* in 1941 and *Union Catalogs in the United States* in 1942. Under the sponsorship of the Board on Resources of American Libraries he also wrote the *Resources of New York City Libraries* in 1942, three annual reports on "Notable Materials Added to American Libraries," published in the *Library Quarterly*, 1940-42, and "Leading American Library Collections" in the same journal, 1942. In 1940-41 Mr. Downs served as chairman of a special committee of the American Library Association and the Special Libraries Association charged with the responsibility of describing the resources of American libraries useful for war purposes, an undertaking which resulted in publication of the *Guide to Library Facilities for National Defense* in 1941.

Other recent work by Mr. Downs in the general field of resources includes the chairmanship of a joint committee of the American Library Association and the

Association of Research Libraries for developing the National Union Catalog in the Library of Congress and chairmanship of an Association of Research Libraries committee to plan for postwar book acquisition in Europe.

Asked for his estimate of Mr. Downs, Chancellor Chase writes of him as follows:

The position of director of the libraries at New York University was created to integrate our library resources, scattered through various centers of the institution in the city, and to make of this disjointed service an effective library system. It was too new to have established itself when Mr. Downs came to the university in 1938. He started at scratch and the system has come into being under his patient, persistent, and skilful hand. Central buying and processing of books, for example, developed here by him in the face of natural barriers and understandable antipathies, have accomplished fully the gains in efficiency and economy expected, and he has been no less successful in the integration and upgrading of the library staff and infusing the personnel with a quickened sense of their professional responsibility in the university program. Not only is he a careful, experienced, and solicitous curator, but a man who regularly puts the circulation of books ahead of their conservation. In that respect he is an astute protagonist of the library as an interdependent working adjunct of classroom and laboratory. He has plenty of steam, Downs has, and he knows how to put it in traction with a remarkable minimum of waste in whistle-tooting.

CARL M. WHITE AND H. G. BOUSFIELD

John C. French of Johns Hopkins

JOHN C. FRENCH, retiring in September 1943 as librarian of the Johns Hopkins University, entered the profession from the Department of English in that university when he was appointed librarian in October 1927. Born in Warren County, Ill., in 1875, he was educated in the public schools of Illinois and of Baltimore and at the Deichmann School in Baltimore and received his A.B. degree with first honors at Johns Hopkins in 1899. After a year of graduate study in English at Harvard, 1899-1900, he returned to Hopkins as a student assistant in English and candidate for the Ph.D. degree. He was made instructor in English in 1904 and secured his doctorate in 1905, publishing a dissertation on the "Problem of the Two Prologs of Chaucer's *Legend of Good Women*."

In the Johns Hopkins faculty his special interests were English composition, written and oral, and American literature. He is author of several textbooks in English, the most widely used having been his *Writing*, published by Harcourt Brace in 1924, and *English in Business*, in collaboration with John E. Uhler, published by McGraw-Hill in 1925. He was founder and first president of the Edgar Allan Poe Society of Baltimore in 1923 and is now its honorary president.

In the Johns Hopkins Library he was instrumental in creating a memorial to Sidney Lanier, a member of the Hopkins faculty, 1879-81, and in the assembling of the fullest collection of Lanier letters, manuscripts, and other memorabilia in existence. Since 1930 he has served as curator and, on the announcement of his



JOHN C. FRENCH

retirement, was made president of the Tudor and Stuart Club, endowed by Sir William and Lady Osler and well known for its collection of first editions of Edmund Spenser and for other rare books. He was also the prime mover in the organization of the Friends of the Library, formed at Johns Hopkins in March 1931 as one of the first three or four societies of its kind in this country, and served as its secretary-treasurer and as editor of its quarterly leaflet *Ex Libris*. The society has been and continues to be one of the most successful of such organizations. It

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Homer Halvorson to Johns Hopkins

H. G. HOMER HALVORSON has been appointed to succeed John C. French as librarian of the Johns Hopkins University. Dr. Halvorson was the first to hold the office of associate university librarian at the University of Illinois. This post was created in the summer of 1941. It involves two sets of duties: direct supervision of the public service departments, including college and departmental libraries on the Urbana campus, and general assistance in administering the library system as a whole. The qualifications sought in filling the position were scholarship, firsthand knowledge of the service functions of a university library, and the personal traits which qualify one to work pleasantly and effectively with others.

The search ended with the choice of Dr. Halvorson. He began residence in September 1941. Among the accomplishments in his two years of service at Illinois which deserve mention are his constructive work in improving, with the cooperation of the staff, the work of the loan department, supervision of extensive remodeling of the Natural History Library, a reputation for close cooperation with the faculty in solving their library needs, and the opening of various graduate reading rooms to undergraduate students majoring in the field. By way of further improving library service to undergraduate students, a beginning was made on what was planned as an open-shelf undergraduate reading room. Due to changes brought by the war, this project is in an unfinished state; the large room chosen for the experiment houses work for civilian students formerly done in two reserve book rooms.



HOMER HALVORSON

It is, therefore, best described at present as an undergraduate reserved book room in which approximately half of the books are on open shelves.

Born in Clifton, Ariz., in 1908 Dr. Halvorson early in life moved, with the family, to Los Angeles, where he later attended the public schools. In 1930 he was granted the A.B. degree from Whittier College and in 1931 a certificate in librarianship from the University of California. Returning to Whittier College, he served as assistant librarian from 1931 to 1933. In 1933 he received a scholarship from the University of California and returned then to Berkeley to work on

his master's degree in librarianship, which he obtained the following year. The next three years he spent in the graduate school of Harvard University where he was granted an A.M. degree in English in 1936 and the Ph.D. degree in 1937.

With the conviction that teaching experience should also be included in the background for future library work, Dr. Halvorson accepted the offer of an instructorship in English at the College of William and Mary for the year 1937-38. When an opportunity to return to Harvard as reference assistant presented itself, he again took up professional library duties. He remained at Harvard until the fall of 1941 when he was appointed to the associate librarianship at the University of Illinois. While at Harvard, the English department invited him to teach a graduate introductory course in bibliography. During the summer of 1941 he taught a course in bibliography and reference materials at the University of California.

Dr. Halvorson's experience has been broadened by foreign travel, the year 1923-24 having been spent in various parts of Europe. In the summer of 1937 he returned to Europe on a traveling fellowship from Harvard for study in European libraries and further research in Old English onomatology.

Dr. Halvorson holds membership in a number of professional and learned societies: the American Library Association, the Illinois Library Association, the Bibliographical Society of America, the English Place-Name Society, and the Norwegian-American Historical Association. He has contributed the papers "The Reference Function in the University and Research Library" in Pierce Butler, editor, *The Reference Function of the Library*, Chicago, 1943, and "Library Cooperation in Illinois," *Illinois Libraries*, January 1943, and the article on bibliography in Joseph T. Shipley, editor, *Dictionary of World Literature*, N.Y., 1943.

CARL M. WHITE AND ISABELLE GRANT

John C. French of Johns Hopkins

(Continued from page 315)

gave the library in twelve years nearly seventy-five thousand dollars and several important private collections.

Dr. French while librarian has lectured occasionally at the university on educa-

tional subjects and at the request of the trustees has undertaken a history of the university which is now in progress. He will continue to reside in Baltimore.

J. LOUIS KUETHE

New Periodicals of 1943—Part I

Miss Ulrich is Chief, Periodicals Division, New York Public Library

AMONG the new periodicals which have appeared during the first half of 1943 a continued interest in the field of technical and economic production is apparent, primarily in those which keep their readers informed on all sorts of matters dealing with the many phases of the war activity. The technique of recording processes of production by short, well-written descriptive articles accompanied by very carefully reproduced photographic illustrations, descriptive drawings of cross sections of mechanical parts, maps, graphs, and charts is an impelling development of the new house organs issued by various industries. From the Consolidated Vultee Aircraft Corporation comes *Plane Talk*, a house organ of wide general appeal giving firsthand reports of battle experiences in the air forces, also accounts of new repair methods, new production methods, and new types of planes with striking illustrations. Another house organ of specific interest to students of aviation is *Pegasus*, published by the Fairchild Engine and Airplane Corporation, which offers excellent photographic reproductions of new types of airplanes as well as the technical construction and equipment. The articles are of general interest. Turning to another great channel of war effort, that of chemical research, which has contributed so vitally to the present war in drugs, synthetics, and substitutes, the *Rohm and*

Haas Reporter contributes well-illustrated descriptive articles on the technical development of processes and research studies on synthetic organic products, and these articles from this important house organ are abstracted in *Chemical Abstracts*.

A welcome addition to the growing list of periodicals on plastics and of timely interest to engineers, chemists, and other industrial specialists is *Plastic and Resin Industry* devoted, as the title suggests, to the production and commercial application of plastics and resins. The illustrations, diagrams, charts, and record of latest patents add to its usefulness. Closely related to the requirements of various industrial jobs and their successful functioning is the *Quarterly of Applied Mathematics*, published under the sponsorship of Brown University; "it prints original papers in applied mathematics which have an intimate connection with application in industry or practical science." The treatment is of a high scientific standard and there are many illustrative graphs, tables, and charts. Initial in the field of camouflage and, as the preface states, "to meet a demand for an authoritative publication devoted exclusively to camouflage—past, present, and future," is the *Camouflage Digest*, prepared primarily by active members of the American Camouflage Corps and former members now connected with the armed forces of the U.S.A. It contains information about the theoretical developments of the art

and current methods of application with illustrations and some diagrams. The text is reproduced from typewritten copy, and each issue consists of about six pages.

With the increasing study in postwar problems and planning, women in war and industry, industrial management, job evaluation, and our cultural and commercial contact with Latin America there is a more pronounced interest in economic, political, and social conditions both here and abroad. A learned publication, giving the results of research on contemporary economics, with the emphasis on postwar planning, is the bulletin of the Institute of World Economics named *World Economics*. The articles are written by experts in the various fields. The object of the institute is "to study the problems arising out of changes in the economic relations between nations, to examine the place of the United States in the emerging world economy, to bring together organizations and individuals concerned with regional and special problems . . . and to serve as a center of world economic research." *Postwar Readjustments Bulletin* published by the United States Chamber of Commerce is a series of small pamphlets; each one takes up a particular problem in postwar planning with occasional brief bibliographies of new books on planning. Very simply written, it is similar to the *Public Affairs Pamphlets* and might perhaps be used in connection with a freshman economics course. In an allied field of interest the American Arbitration Association publishes *Arbitration in Action* which contains articles on government, postwar planning, inter-American news, labor-management relations, trade, and commerce. It also gives a review of recent court decisions in labor and commercial cases and lists new pub-

lications on the subject of arbitration. From London comes an important publication, the *Trade Union World*, which aims "to present the affiliated organizations and trade unions all over the world with firsthand information regarding international trade activities and all problems interesting world labour." There are articles about general problems stating the viewpoint of the organization, signed articles giving the ideas of individual trade unionists, and news from various countries about internal conditions. It is also a valuable source of information on the international labor movement, labor's plans for the future, and labor problems from labor's point of view. The section called "Press Review" contains excerpts from the press in free and occupied countries and information about the underground press, all of which is particularly interesting because such information is not readily obtainable.

The *Peruvian-American Digest* is issued by the Peruvian-American Association of New York. Although it consists of only one large page reproduced from typewritten copy with text on both sides of the page, it is of value chiefly for its commercial and financial section which gives brief, up-to-date information, often statistics, on economic conditions in Peru and also miscellaneous and international news.

A current discussion of public welfare problems in Washington with notes about the activities of various public welfare council groups is presented in *Public Welfare*, successor to *Public Welfare News* and published by the American Public Welfare Association. The *Family-Community Digest*, published at Vassar College by the National Council of Parent Education and cooperating organizations,

gives not only digests but also brief original articles. It states that "... it will concern itself with human personality and direct face-to-face human relations, with family and community life. It will deal with the war and with world problems as they relate to these personality and family relationships."

Many magazines and broadsides from devastated countries have been published in England, South America, and this country, keeping the public well-informed of their political and intellectual ideals and the social and economic conditions abroad. The *Norseman*, an independent literary and political review, is published in London by an editorial board "composed of Norwegians temporarily residing in Great Britain." Contributors are chosen from renowned writers or statesmen, and the articles are of literary interest with discussions of various aspects of postwar planning and Norway's rôle in past, present, and future world politics. *Review-43*, a quarterly review of literature, art, and science, also published in London, "aims to show the Czech contributions of European culture," while the *Lithuanian Bulletin*, text primarily in English with some articles in Polish, contains information on current events in Lithuania and neighboring countries from both the neutral and German-controlled press. It is published in New York. The *Jewish Review*, a semiannual devoted to the study and interpretation of Jewish life and thought, published by the Jewish Teachers' Seminary and People's University, states "it will foster the Jewish social research and contribute to a scientifically valid approach to the history and contemporary problems of Jewish life such as reconstruction of European Jewry, upbuilding of Palestine,

guiding the postwar migration. . . ." The text is in English and Yiddish, and signed book reviews are included.

Renaissance, published by L'Ecole Libre des Hautes Etudes at the New School of Social Sciences and edited by the combined efforts of the exiled professors, is a new literary and political quarterly review. L'Ecole Libre des Hautes Etudes has been formed by a group of scholars from France, Belgium, and other French-speaking countries now resident in America and resolute in their allegiance to freedom, independence of research, respect for human personality, and the guarantee of spiritual liberty. This publication and *Medievalia et Humanistica*, an American journal for the Middle Ages and Renaissance which contains learned articles, the results of research on medieval and Renaissance literature including detailed manuscript studies, history, and political science, are desirable additions to scholarly studies. Many of the contributors to the latter are well-known scholars and the editorial board consists of professors from Yale, Cincinnati, Cornell, Duke, Johns Hopkins, Chicago, and Colorado.

Research students as well as collectors of coins, medals, and paper money will receive with interest the new *Numismatic Review*. "Two classes of articles in particular will be presented. First, purely scientific discussions. . . Second, articles of a popular nature . . . and in some sense it is hoped to revive some of the virtues of the old *American Journal of Numismatics*." The format is pleasing, paper good, and full-page photographic illustrations follow each article. Although published by the firm of Stack, dealers in coins, it is stated in the foreword that the publication is not a house organ and

that it has no commercial interest in its contents.

The *Colby Library Quarterly*, published by Colby College Library, gives articles of literary interest as well as extensive notes on the library's exhibitions and collections. Small and attractive, outstanding among college library publications, it compares favorably with the Princeton University *Library Chronicle* and Yale University *Library Gazette*. It is an excellent example for other library publications to follow.

In the field of medical science there are three periodicals to observe. The official journal of the American Gastroenterological Association, *Gastroenterology*, comprises "... clinical and investigative contributions of interest to general practitioners as well as to specialists, which deal with the diseases of digestion and nutrition, including physiological, biochemical, pathological, parasitological, radiological, and surgical aspects." It offers good book reviews and illustrations and a section on abstracts of current literature. *Experimental Medicine and Surgery*, devoted to experimental investigations of clinical problems, considers original papers. The charts, bibliographies, book reviews, and illustrations give added significance to its issues. The *Journal of Oral Surgery*, published by the American Dental Association, includes articles by specialists and contains information of new developments in the field of oral surgery. It gives book notices and reviews. All three journals are indexed in the *Quarterly Cumulative Index Medicus*.

From the inter-American standpoint there is noticeable increase in periodical literature with the introduction of emphasis on economic and cultural relation-

ship. *Estadística*, the official publication of the Inter-American Statistical Institute, published in Mexico, is a journal of especial note, for not only is it of great value in the social and economic aspects of continental interest but it is the first of its kind on the Americas to be published. It will be of importance to large industries, banking and commercial institutions. The articles are very specialized and scholarly in nature. The text of the articles is given in English, French, Spanish, or Portuguese, with summaries usually in some one of these not used for the article itself. Increasing the value of the publication are excellent statistical tables in each issue. Also from Mexico are *Estudios históricos*, a scholarly publication concerned almost entirely with Mexican history; *Revista de ciencias sociales, órgano de la facultad de derecho y ciencias sociales, Universidad Michoacana de San Nicolás de Hidalgo*, which is devoted to legal problems and social science; and *S.E.J.; Revista de estudios jurídico-penales*. The last of these has for its purpose the study of criminal law and of the possibilities of improving existing penal codes and investigating the causes of crime.

Interesting as evidence of the growing cultural cooperation between this country and the various nations of South America is *Revista do Instituto Brasil Estados Unidos*. This journal offers a wide inclusion by authorities in the fields of economics, political science, education, history, literature, and art. *Revista de la Universidad del Cauca*, from Colombia, contains learned articles in the fields of the humanities, legal science, economics, and natural science. In general the articles refer to Colombia and there is a section which reproduces pages from rare or interesting books in the university's

library. There are also illustrative maps, diagrams, illustrations, and plates.

Revista de la Sociedad Malacológica "Carlos de la Torre," published by the University of Havana, consists of scholarly articles devoted to the study of mollusks. Descriptive charts, diagrams, tables, plates, and illustrations are a useful feature. Found in *Feria del libro*, also from Cuba, are notes about new periodicals, forth-

coming books, events of interest to publishers, librarians, and authors, articles of literary criticism, and numerous book reviews. The publishers' advertisements form a good source of information regarding new books being published in Cuba. In format and in many respects in contents *Feria del libro* is similar to the former French publication *Toute l'édition*.

Periodicals

- Arbitration in Action.* American Arbitration Association, 9 Rockefeller Plaza, New York City, v. 1, no. 1, January 1943. Monthly. \$1.
- Camouflage Digest.* American Camouflage Corps, 120 W. 45th St., New York City, v. 1, no. 1, March (?) 1943. Monthly. Six issues for soc.
- Colby Library Quarterly.* Colby College Library, Waterville, Me., series 1, no. 1, January 1943. Quarterly. \$2.
- Estadística; Journal of the Inter-American Statistical Institute.* Apartado postal 213, Mexico, D.F., v. 1, no. 1, March 1943. Quarterly. \$2.
- Estudios históricos; Revista semestral.* Apartado 732, Guadalajara, Mexico, v. 1, no. 1, January 1943. Semiannual. In Mexico, \$2.50 Mex.
- Experimental Medicine and Surgery; A Quarterly Devoted to Experimental Investigations of Clinical Problems.* Brooklyn Medical Press, Inc., 511 E. New York Ave., Brooklyn, v. 1, no. 1, February 1943. Quarterly. \$6.
- Family-Community Digest.* Vassar College, Poughkeepsie, N.Y., v. 1, no. 1, February 1943. Bimonthly. \$1.
- Feria del libro; Gaceta literaria y artística editada por Felix Lissas.* Apartado postal 2228, La Habana, Cuba, v. 1, no. 1, February 1943. Monthly. 10c per copy.
- Gastroenterology; Official Journal of the American Gastroenterological Association.* Williams & Wilkins, Mt. Royal and Guilford Avenues, Baltimore, v. 1, no. 1, January 1943. Monthly. \$6.
- Jewish Review; Devoted to the Study and Interpretation of Jewish Life and Thought.* Jewish Teachers' Seminary and People's University, 154 E. 70th St., New York City, v. 1, no. 1, May 1943. Semiannual. \$2.50.
- Journal of Oral Surgery.* American Dental Association, 222 E. Superior St., Chicago, v. 1, no. 1, January 1943. Quarterly. \$5.
- Lithuanian Bulletin.* Lithuanian National Council, 73 W. 104th St., New York City, v. 1, no. 1, Apr. 15, 1943. Bimonthly. No price given.
- Medievalia et Humanistica; An American Journal for the Middle Ages and Renaissance.* 3939 Broadway, Boulder, Colo., no. 1, January 1943. Irregular. \$1.50 per no.
- The Norseman; An Independent Literary and Political Review.* Norway House, Cockspur St., S.W.1, London, v. 1, no. 1, January 1943. Bimonthly. 15s.
- Numismatic Review; A Scientific Digest Pertaining to Coins, Medals, and Paper Money.* 12 W. 46th St., New York City, v. 1, no. 1, June 1943. \$4.
- Pegasus.* Fairchild Engine and Airplane Corp., 30 Rockefeller Plaza, New York City, v. 1, no. 1, January 1943. Monthly. No price given.
- Peruvian-American Digest.* Peruvian-American Association, Inc., 111 Fulton St., New York City. First issue, Jan. 2, 1943. Semimonthly. No price given.
- Plane Talk.* Hill and Knowlton, 330 Fifth Ave., New York City, v. 1, no. 1, April 1943. Bimonthly. Free to college and research libraries.
- Plastics and Resins Industry; Devoted Exclusively to the Production of Plastic Products.* General Business Publications, 415 Lexington Ave., New York City, v. 1, no. 1, January 1943. Monthly. \$3.
- Postwar Readjustments Bulletin.* Committee on Economic Policy, Chamber of Commerce of the United States, Washington, D.C., no. 1, February 1943. Monthly. No price given.
- Public Welfare; Journal of the American Public Welfare Association.* 1313 E. 60th St., Chicago, v. 1, no. 1, January 1943. Monthly. \$5.
- Quarterly of Applied Mathematics.* 450 Ahnapp St., Menasha, Wis., v. 1, no. 1, April 1943. Quarterly. \$6.
- Renaissance; Revue trimestrielle publiée par l'École Libre des Hautes Etudes.* 21 W. 12th St., New York City, v. 1, no. 1, January-March 1943. Quarterly. \$4.
- Review 43; A Quarterly Review of Literature, Art, and Science.* 91 Langford Court, Abbey Road, London, N.W.8, v. 1, no. 1, Spring 1943. Quarterly. 10s.
- Revista de Ciencias Sociales.* Universidad Michoacana de San Nicolás de Hidalgo, Madero (Poniente) No. 414, Morelia, Mich., Mexico, v. 1, no. 1, October-December 1943. Quarterly. \$5.
- Revista de la Sociedad Malacológica "Carlos de la Torre."* Museo Pooey, Universidad de la Habana, La Habana, Cuba, v. 1, no. 1, May 1943. Frequency and price not given.
- Revista de la Universidad del Cauca.* Universidad del Cauca, Popayan, Colombia, no. 1, January-February 1943. Bimonthly. No price given.
- Revista do Instituto Brasil Estados Unidos.* Instituto Brasil-Estados Unidos, Rua México, 90-7 Andar, Rio de Janeiro, Brasil, v. 1, no. 1, January 1943. Frequency and price not given.
- Rohm & Haas Reporter.* The Rohm & Haas Company and Its Associate Companies, Washington Square, Philadelphia, v. 1, no. 1, 1943. Frequency and price not given.
- S.E.J.; Revista de estudios jurídico-penales.* Sociedad de Estudios Jurídico-Penales, Av. Madero 69, Desp. 411, Mexico, D.F., v. 1, no. 1, February 1943. Quarterly. No price is given. Available for exchange with similar publications.
- Trade Union World.* Transport House, London, S.W. 1, no. 1, January 1943. Monthly. 8s.
- World Economics.* Bulletin of the Institute of World Economics, 3000 39th St. N.W., Washington, D.C., v. 1, no. 1, January 1943. Irregular. \$1 a copy.

Review Articles

Carnegie Corporation and College Libraries, 1938-1943. Thomas R. Barcus. Carnegie Corporation of New York, 1943. 59p.

THIS LUCID, well-written report on the Carnegie Corporation program of book grants to college libraries since 1938 supplements and is patterned after William Warner Bishop's similar report for the period 1929-38. Together the two reports present a rounded statistical and narrative analysis of a unique, carefully planned effort of the corporation, under the supervision of Advisory Groups in Academic Libraries, to stimulate and vitalize, at the undergraduate level, the development of college library book collections in the United States and Canada. Extending over a period of fifteen years and involving the expenditure of \$2,600,000, including book grants to 172 colleges, this new departure in foundation giving has, as is made clear by both reports, been eminently successful.

During the period covered by Mr. Barcus, four programs of grants, to teachers' colleges, colleges for Negroes, state colleges, and technological colleges, extending to eighty libraries and requiring the expenditure of \$443,800, were carried out. The evaluation and selection of libraries for this new series of grants followed the same plan used for the earlier grants, of having experienced librarians visit and survey the libraries under consideration for grants.

An interesting and encouraging feature of all these book grants is that, contrary to most philanthropical giving, they have been deliberately planned to extend to

all parts of this country and Canada. That this effort has been successful is indicated by the fact that in the entire program there were only three states, Maine, Wyoming, and Nevada, in which no grants were made, and in two of these, Wyoming and Nevada, there probably were no libraries within the scope of the program.

The author sets forth the status of libraries in the various classes of colleges in which grants were made and the attitude toward them on the part of administrators, librarians, and faculty, in a manner which should make interesting and enlightening reading for library committees and college presidents. Considerable attention is given to the libraries in the colleges for Negroes, twenty-eight of which were selected for grants totaling \$100,000. While the conditions in these colleges as a group, and in their libraries, are not all that might be desired, the report makes it clear that substantial progress is being made. The number of Negro colleges has fallen sharply, from 653 in 1916 (many, however, not genuine colleges) to 110 now, but quality has improved markedly. Fifty-eight of the Negro colleges, or 51 per cent, enrolling 71 per cent of all Negro students, have now attained regional or national accreditation, although they do not always make as good a showing as colleges accredited elsewhere. Several of the Negro college libraries were found, by the advisory group visitors, to be giving a service which would be a credit to any institution.

Of great interest to the reviewer is the straight-forward and unequivocal discus-

sion of the library situation in the separate land-grant colleges, to which the advisory group, after careful consideration, decided not to extend aid. In these colleges investigators found no lack of money to support other activities but they decidedly did not find a financial support of the library comparable to that of colleges and universities generally. Only an average of 1.6 per cent of the total institutional budget in these colleges was found to be allocated to the library, as compared with 9.3 per cent in the arts colleges, 7.7 per cent in the junior colleges, 5.3 per cent in the teachers' colleges, and 4.4 per cent in the Negro colleges.

Libraries in Land-Grant Colleges

Mr. Barcus gives other evidence of lack of support of the library in these colleges and concludes that grants-in-aid will not remedy the situation. He states:

... It would seem that in most cases the fault lies primarily with a faculty and an administration that have little interest in libraries. Rarely does one find that there is an aroused interest but a lack of funds to implement it. . . . To discover measures that will be effective in establishing the idea that the library is actually an important part of the institution and should be supported as such will require the best thought and effort of librarians, "library-minded" college administrators, association executives, and all those concerned over a badly neglected situation.

Perhaps this straight talking may make a slight dent on a condition which has shown itself largely impervious to earlier critical analysis, such as that of the 1928 survey of land-grant colleges, and, as many a well-meaning college library ad-

ministrator knows to his sorrow, to ordinary logic and argument.

Centralized Book Purchasing

A valuable section of the report is the discussion of the centralized book purchasing program, through which \$1,800,000 has been expended for books at a considerable saving to grantee libraries. In handling this extensive business a body of experience has been acquired and procedures developed which may conceivably be useful in the increased library cooperation which will undoubtedly come in the postwar period.

This program of book grants to a great variety of institutions represents the most difficult kind of giving. Unless carefully and conscientiously managed, such a distribution might well result in aggravating regional jealousies, charges of favoritism, and a frittering away of money in small sums. Instead we have had a general vitalization of college libraries and a raising of their standards which could not possibly have been achieved by an equal single grant of money to one library to serve as a shining example. The success of the whole program, now completed, is a tribute to the vision of the officers of the Carnegie Corporation and to Chairman Bishop and the many men and women who have worked with him. Mr. Barcus' concluding statement that the fifteen-year program "has been one of the most important events in the history of American college libraries and . . . its beneficial effects will continue to be felt for years" is abundantly justified.—*William H. Carlson, associate librarian, University of Washington Library, Seattle.*

The United States Government As Publisher. LeRoy Charles Merritt. The University of Chicago Press, 1943. 179p, tables and figures. (University of Chicago Studies in Library Science.)

THE MAGNITUDE of the publishing activities of the United States government is vaguely realized even by those who check or handle government publications continually. The general public has scant knowledge of the volume or the kinds of material the government publishes. The frequent user of certain specific publications is usually unaware of the wealth and variety of material outside his own field of interest. He would doubtless be startled to learn from this book that in the first forty years (1860-1900) of the establishment of the Government Printing Office twelve thousand printed documents were produced annually and that in the second forty years the number was nearly doubled with a further augmentation of some ten thousand publications issued by the various governmental agencies.

In this study Mr. Merritt has succeeded in bringing the general picture of the federal government as publisher into focus, thereby making possible a clear-cut, over-all view of the wealth and variety of its publications. No such veridical view has heretofore been given in any study known to the reviewer. For this reason and because of the high quality of the workmanship evident throughout the study, the good organization and the clarity of its reporting, *The United States Government As Publisher* is a contribution of real value to everyone interested in federal documents.

In the words of the author the purpose of the study has been "to discover the scope of the subject content of the present output of the publishing offices of the

United States government and to trace the trend of subject emphasis in government publications since the turn of the century."¹

The main data for the study are a sampling of nearly 700,000 separate, individual printed and processed documents published since 1900 as recorded in *The United States Government Publications Monthly Catalog*, better known as the *Monthly Catalog*. The publications in the sampling are analyzed by issuing office, by function, and by subject. The analyses are based on the assumption that entries of publications in one issue of the *Monthly Catalog*, the October number for each of the nine years selected for study, is representative of the entire year. A detailed analysis by issuing office, function, and subject is also made for the publications listed in the January, April, July, and October numbers of the *Monthly Catalog* for the year 1939. The analyses are preceded in the study by a brief review of the development of the government's printing and publishing practices throughout its history with special attention to the expenditures involved.

Since the Government Printing Office is essentially a printing, not a publishing, office, the first analysis by department or issuing office as publisher was necessary. Each of the ten executive departments, the legislative branch, the judicial branch, and the independent establishments as one single unit, were considered as thirteen different publishers. In this analysis by "publishing office" it is possible to trace the trend of document production in each office through the forty years covered by the study, to compare their expenditures for printing and their expenditures for

¹ Merritt, LeRoy Charles. *The United States Government as Publisher*. University of Chicago Press, 1943, p. 2.

all other purposes during the same years, and to see the relationship between total expenditures for printing and the number of documents produced.

The analysis reveals that, as a group, the independent establishments have consistently led all other "publishing offices" since 1931 in number of publications and in 1939 were responsible for one fourth of all documents published for the year, with 16 per cent of their publications processed. The author refers several times in the study to another fact revealed in this analysis that, contrary to a popular notion, the Department of Agriculture is not the most prolific of all government publishers. It is surpassed by the Department of Commerce as well as by the independent institutions and the legislative branch. This analysis also shows the comparatively close relationship between expenditures for printing and volume of publications. The general trend over the forty-year period has been upward for both, although in general the increase in expenditures for printing and processing government publications has not kept pace with the corresponding increase in operating expenditures for the government over the same period. The expenditures for printing dropped from nearly 1 per cent of operating expenses in 1900 to about one fourth of 1 per cent in 1940.

In the functional analysis documents are "considered as instruments that further or assist a certain governmental process. Besides being published by a certain agency about a certain subject, documents are issued for a certain purpose."² These purposes are: legislative, administrative, reportorial, service, research, and informational. According to the analysis, more documents were pub-

lished in the interest of the service function—the conveying of useful information to special groups and individual members of the public—than for any other of these six purposes. More than a third of all documents published in 1939 were devoted to this service, two thirds of them being issued in processed form. Reference librarians will certainly agree with the author's conclusion that "the most important function of United States government publications is the dissemination of useful general and statistical information."³

The problem of processed documents receives merited attention throughout the study. The functional analysis reveals that a large percentage of the service function group and the administrative function group of publications are processed. This tends to bear out the contention of the departments that processing is used chiefly "for administrative and statistical purposes—for material that must be produced in a hurry and that does not appear to merit the permanency and cost of ordinary printing."⁴

The subject analysis may, at first, be disappointing to those who expect to find a classification of government publications by the usual small topics. To one interested in the teaching of federal government publications, however, the classification scheme as presented in Table I suggests a most promising outline for their study by subject. The classification used is one which has been developed especially for the documents listed in the *Monthly Catalog*. It has been worked out empirically with definitions formulated in realistic terms. In it thirty-two broad subjects are grouped into seven general fields, one being a necessary miscellaneous

² *Ibid.*, p. 158.

³ *Ibid.*

⁴ *Ibid.*, p. 116-17.

group to include five important subjects which are not classifiable elsewhere in the scheme. These seven general fields are (in the order in which the analysis shows the most documents were published): basic activities of government, business, public utilities, public welfare, agriculture, miscellaneous (natural sciences, technology and engineering, humanities and social sciences, education, libraries), public works. It should afford considerable satisfaction to all of us in these times to learn that, measured in terms of the number of publications issued, our government is still concerned first of all with its basic activities; that is, with general administration, including financial and personnel administration, with national defense, and with foreign affairs just as it has been for the past forty years. Significant also is the fact, brought out in this subject analysis, that the second most important concern of the government is the collection and dissemination of information concerning the business activities of the United States, a fact long known to the business librarian.

A publisher may produce in large quantity fine and useful publications, but unless

these reach those for whom intended or those to whom they will prove useful the publishing effort may well be a failure. The satisfactory distribution of federal government publications is one of the most serious problems which confronts the United States government as publisher. A critical description of the present methods of distribution is presented at the end of the study and certain recommendations for revision of these methods are suggested. This chapter is interesting, chiefly in that it rounds out the picture of the government as publisher.

Certain procedures in the study might be questioned, such as the use only of the October issues of the *Monthly Catalog* in making the sampling, or the grouping of forty-three different independent establishments into one "publishing office" but this questioning involves only minor points. It does not reflect on the excellence of the study nor on its success in bringing into focus a complete, general picture of the United States as publisher.—*Anne M. Boyd, Associate Professor of Library Science, University of Illinois Library School, Urbana.*

East

The War Man-
power Commission,
through its state

representative in New Jersey, has made available to librarians a course in job efficiency. A representative of the state library association was selected to take the course and to advise librarians throughout the state relative to making library routines more efficient. Some of the libraries already are putting into practice the simplified routines with gratifying results.

The Pattee Library of American Literature, which was presented to the Pennsylvania State College Library, Willard P. Lewis, librarian, in 1941, has been cataloged in part and is available for use under certain restrictions. The collection contains first editions of Washington Irving, James Fenimore Cooper, Mark Twain, and George W. Cable; a large collection of annuals and gift books of a century ago; volumes of early American magazines; and miscellaneous material such as pamphlets, songsters, letters, notes, and indexes.

The Library of Congress has received by gift from Mrs. Gertrude Atherton a collection of her manuscripts and memorabilia. Included in the gift is the original typescript of her latest novel, *The Horn of Life*, published last year. The library has also her manuscript of *The Golden Peacock* and *The Jealous God*, in addition to some of the original source material, including early Americana, which she used in *The Conqueror*.

The Library of Congress and the National Library of the Union of Socialist Soviet Republics have been exchanging material regularly during the war, and, as a result, the Library of Congress has received currently newspapers, magazines,

News from

scientific material, and other Russian materials of great value in connection with war research.

The Library of Congress has received twenty-eight full microfilm rolls of Japanese census reports representing sixty-five volumes of about four hundred pages each, containing the most detailed information available outside Axis territory on distribution by locality, age grouping, occupational pursuits, etc., in Japan. These were received through the courtesy of Professor Robert B. Hall, of the University of Michigan.

Among the recent accessions of the Historical Society of Pennsylvania Library are the *Papers of the Indian Rights Association*, comprising twenty-five thousand items; the *Margaret Coleman Buckingham Collection* of 460 volumes of account books of early iron mining in Pennsylvania; the *Atlantic Neptune Maps*, a collection of coastal charts issued by the British for use by its navy from 1777 to 1780; and the *Meredith Collection*, containing papers and account books of Jonathan Meredith, an early tanner, William Meredith, attorney, and William M. Meredith, attorney and former Secretary of the Treasury.

The Library of Congress began in July to issue printed cards for microfilm copies of books in the library. These are printed for use in the catalogs of the library and for distribution to other libraries in the same manner and at the same cost as cards for books.

South

The University
of Georgia Library,
Wayne S. Yenawine

the Field

acting director, has received a grant of twenty-five thousand dollars from the General Education Board for continuing the recataloging and reclassification of the library. The grant will provide special personnel for the next two years. Raymond W. Holbrook, formerly head of cataloging and classification at the College of the City of New York, has been appointed supervisor of the cataloging project.

The war information center in the library of the University of North Carolina now contains more than one thousand books, five thousand pamphlets, and a newspaper clipping file. Four full-time staff members, aided by volunteers from the local civilian defense organization, administer the collection which is heavily used by faculty, students, and residents out in the state.

By a recent gift the University of Kentucky Library, Margaret I. King, librarian, has received the books and records of the 120-year-old printing firm of John P. Morton, of Louisville, Kentucky, publishers for many years of the *Western Farmers' Almanac* and of school textbooks. The collection makes a valuable contribution to the history of education in the South.

The University of Kentucky has received recently a Confederate collection containing material about the war record of General John Hunt Morgan. Efforts are being made to add to the library's collection of Morganiana.

The library of Southwestern University, Memphis, Tenn., Charlotte Newton, acting librarian, has acquired a collection of films relating to life in Latin American

countries. They were secured through the Southern Council on International Relations and may be borrowed for displaying off the campus.

The proposed reorganization of the technical processes and reference service described by Librarian John J. Lund of Duke University in *College and Research Libraries* for June 1942 has been put into practice in the Duke University Library. The plan makes use of two divisions: the first covering ordering, acquisition, and descriptive cataloging, and the second, subject cataloging and reference service.

On April 12, at a meeting of the Friends of the Library, Duke University opened a new rare book room and accepted for the university a valuable collection of Whitmaniana. The collection consists of books, periodicals, manuscripts, proof sheets, sheet music, portraits, and clippings relating to the American poet Walt Whitman, and was presented by Dr. and Mrs. Josiah C. Trent in honor of their three daughters.

The University of New Mexico Librarian, Wilma L. Shelton, librarian, has received a twenty-five thousand dollar grant from the Rockefeller Foundation to be used primarily for the acquisition of books on the anthropology and history of Mexico, Central America, and the Caribbean. The grant makes available five thousand dollars a year for a period of five years.

Northwestern University, Effie A. Keith, acting librarian, has acquired from the estate of the late Professor Franz Boas, noted anthropologist, his library of nearly five thousand

volumes and ten thousand reprints. The collection is particularly rich in the early works on anthropology, containing most of the important materials on primitive art and primitive linguistics.

The Bierce Library of the University of Akron, Josephine A. Cushman, librarian, has had established by the Friends of the Library a collection of English and American literature to be known as the Albert I. Stanton Collection, in honor of Dr. Stanton who retires this year after fifty years of service with Buchtel College and the University of Akron. More than six hundred volumes have been received. Emphasis is on the period of the English Renaissance and Reformation.

The Western Historical Manuscripts Collection in the University of Missouri Library has received the papers of Arthur M. Hyde, Governor of Missouri from 1921 to 1925 and Secretary of Agriculture from 1929 to 1933.

West The University of California, Harold L. Leupp, librarian, has received by gift an unusual collection of 101 volumes consisting chiefly of herbals and early rare botanical items, presented by C. E. Fyfer, of Santa Barbara, in memory of his wife.

Personnel Allen Tate, distinguished American poet and critic, has been appointed to the Chair of Poetry of the Library of Congress for one year beginning July 1, 1943.

Richard H. Logsdon, librarian of Madison College, Harrisonburg, Va., has been appointed acting head of the department of library science, University of Kentucky.

Carl M. White, director of the University of Illinois Library and Library School, has been appointed director of libraries and the School of Library Service of Columbia University to succeed Charles C. Williamson, recently retired.

Kenneth R. Shaffer, acquisitions librarian of the Indiana State Library, has been appointed assistant to the director of libraries, Indiana University. Robert A. Miller is director of libraries.

William Baehr, librarian of Augustana College and Theological Seminary of Rock Island, Ill., has been named librarian of Kansas State College, Manhattan. He succeeds Arthur Bourne Smith, who retired on August 31 after thirty-two years of service at Kansas State.

Mary E. Baker retired in August as librarian of the University of Tennessee, Knoxville.

Bertus Harry Wabeke has been appointed to the staff of the Library of Congress as Bibliographer of the Netherlands East Indies. He will work with the staff of the Netherlands Studies Unit in the library and will compile bibliographies on the Netherlands East Indies, the Netherlands, and the Dutch in America.

Eldon R. James, formerly librarian of the Harvard Law School, has been appointed law librarian of Congress to succeed the late John C. Vance.

Ralph Fritz, formerly professor of education at Kansas State Teachers College in Pittsburg, has been made librarian of the college, succeeding Odella Nation who retired after forty years as librarian. Fritz is a graduate of the George Peabody College for Teachers Library School.

James Hendricks is acting librarian of the Utah State Agricultural College during the absence of David W. Davies, who is serving with the armed forces.

MEETING OF THE LIBRARIANS OF MIDDLE WESTERN RESEARCH LIBRARIES

*Following is a report of the meeting held
January 29, 1943, at the
University of Chicago.*

For several years the presidents of thirteen Middle Western universities have been in the habit of meeting from time to time to consider matters of mutual interest. The librarians of these institutions and the librarians of the Newberry Library and the John Crerar Library were invited to meet at the University of Chicago on Jan. 29, 1943, to discuss the general subject of co-operation among the research libraries of the Middle West. The following institutions were represented: Indiana University, Robert A. Miller, librarian; Iowa State College, Frances Warner, serials librarian; John Crerar Library, K. L. Taylor, chief, reference department; Michigan State College, Jackson E. Towne, librarian; Newberry Library, Stanley M. Pargellis, librarian; Northwestern University, Effie A. Keith, acting librarian; Ohio State University, Earl N. Manchester, librarian; Purdue University, William M. Hepburn, librarian; State University of Iowa, Grace Van Wormer, acting librarian; University of Chicago, Ralph A. Beals, director of libraries; University of Illinois, Carl M. White, director of libraries; University of Michigan, Warner G. Rice, director of libraries; University of Minnesota, Frank K. Walter, university librarian; University of Missouri, Benjamin E. Powell, librarian; University of Nebraska, Stephen A. McCarthy, director of libraries. Robert Maynard Hutchins, Keyes D. Metcalf, and James A. McMillen also were present for a part of the meeting. Carl M. White presided.

Mr. Hutchins spoke of the desirability of inter-institutional planning in higher education and research and of the difficulties encountered by the Committee of Thirteen. He laid stress on the positive role that librarians might play in the shaping of desirable inter- and intra-institutional programs.

Mr. Metcalf presented a proposal originating with a committee of the consultants of the Librarian of Congress for a division of responsibility among American libraries, on the national level, in the acquiring and recording of library materials. Attention was paid also to the possibilities of local storehouses for the collection of little-used books. The opinion seemed general that both national and local programs would not be interfered with, and might prove to be strengthened, by a regional approach.

There was general agreement that co-operation among the libraries represented could not be based on a delimitation of spheres of interest, that no institution should be expected to agree *not* to do anything, and that responsibility for institutional self-determination could not be impaired. It was agreed that each institution would need to shape its own policies in relation to its own constituents, each academic library particularly being responsible for the development of strong collections for the curricular and principal research interests of its own institution. It was also agreed to regard any commitments that might be undertaken as tentative and so subject to modification in the light of subsequent events.

On the positive side, it was agreed that in every research library, even in small libraries, there is probably a margin over and above expenditures for current needs that can be directed toward the strengthening of particular portions of the collections, and that the principal opportunity for inter-institutional cooperation in collecting lies in these areas of "special collections" or "exhaustive" collecting, it being understood that completeness in most areas is unobtainable.

Miss Warner reported the principal interests of Iowa State College to be: animal breeding, animal chemistry, economic entomology, genetics (plant and animal), plant breeding, plant chemistry, veterinary

medicine (exclusive of works published before the nineteenth century, tropical veterinary medicine, and popular works).

Mr. Miller listed as the "special collections" toward which Indiana University is directing its attention: Lincoln, especially origins of the Republican Party and the campaigns of 1856 and 1860; Indiana history; the Ohio Valley, 1789-1861, excluding Civil War, slavery, and the Old Northwest; English history and literature, 1689-1720, exclusive of the drama, with particular attention to Defoe; the War of 1812 in the West; Livy and Pliny.

Mr. Pargellis reported that the Newberry Library's special interests include: North American Indians; exploration of North and South America (to 1800); colonial history of the Americas; Portuguese history (to 1820); music, scores, theory, etc.; Arthurian legend; calligraphy; history of typographic arts; pamphlets on the American Revolution, 1760-83, both English and American; Civil War (especially regimental histories); eighteenth century correspondence, autobiographies, memoirs, etc., English and American.

After some discussion it was agreed: 1. That each person present should draw up a statement showing (a) the principal areas of strength already attained by his library and (b) other areas marked out for special development; 2. That these statements ideally should approach in fulness and specificity the information a librarian would wish to supply to visiting scholars, but, such full description being lacking, lists would be useful; 3. That each librarian should be responsible for preparing his own materials and for distributing them to all other mem-

bers of the group, facilities for manifold being provided to those in need of them through the gracious offer of Charles H. Brown; 4. That Mr. Brown be asked to undertake the responsibility of following up and consolidating the statements thus prepared.

Mr. Pargellis directed attention to the disintegration of newspaper files for the years 1880-1900 and inquired what interest those present had in cooperative filming of selected files of Middle Western newspapers for the critical years. Interest being general, it was agreed that each person present send Mr. Pargellis the following: 1. A report of steps already taken to film local newspapers; 2. Papers to be considered if cooperative filming proves feasible.

Inquiry into the possibilities of a cooperative scheme for clearing duplicates was assigned to a committee composed of Messrs. Miller (chairman), Pargellis, and Beals.

The following topics, which had been proposed for discussion, were by general agreement laid on the table: cooperative buying in Europe after the war, cooperative buying in general, local or regional deposit libraries, and reproduction of Axis war periodicals.

With respect to future meetings it was agreed: 1. That another meeting of the group is desirable; 2. That no formal organization should be set up, the date of the next meeting to be set and the necessary arrangements to be made by a steering committee composed of Messrs. Brown (chairman), White, and Beals.

RALPH A. BEALS

Secretary pro tempore

The Use of Records in College Teaching

(Continued from page 288)

purchased out of the same funds as books and periodicals. Equipment should come from the same funds that pay for typewriters, catalog cases, etc., while repair and upkeep would be from maintenance. Rental on any materials should come from

operating expenses, not book fund. This, of course, if the collection is to be a part of the library which many persons now agree, is the most satisfactory place on a college campus for such a collection.

Office of the Librarian

Office of the Librarian

The Office of the Librarian is the central authority for the collection, organization, and maintenance of the library's holdings. It is responsible for the acquisition, processing, and circulation of books, journals, and other materials. The Office also oversees the library's administrative functions, including budgeting, personnel management, and the development of library policies and procedures. The Librarian is the primary point of contact for library users and is responsible for providing information and assistance to the community. The Office of the Librarian is a key component of the library system and plays a vital role in ensuring the library's effectiveness and efficiency.



College and Research Libraries



Title Page to Vol. IV, 1942-43
Association of College and Reference Libraries



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ABBREVIATIONS

A.C.R.L. Association of College
and Reference Libraries
Assn.(s) Association (s)
C.R.L. College and Research Li-
braries
Coll.(s) College (s)
Com. Committee
Conf. Conference

Dept. Department
Educ. Education
Gen. General
Grad. Graduate
Jr. Junior
L. (s) Library (ies)
Ln.(s) Librarian (s)

Lnship. Librarianship
Ref. Reference
Res. Research
Rev. Review
Sch. School
U.S.D.A. United States Depart-
ment of Agriculture
Univ. University

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